LITERACY COACHING AS PROFESSIONAL DEVELOPMENT TO SUPPORT SELF-EFFICACY, KNOWLEDGE, AND USE OF LITERACY PRACTICES FOR ENGLISH TEACHERS WITH AN INCREASINGLY DIVERSE STUDENT POPULATION

by

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Abstract

While today's high school classrooms include an increasingly diverse student population, high school English teachers are not implementing literacy practices that differentiate to ensure all adolescent learners are engaged and making academic growth. The purpose of this convergent parallel mixed-methods study was to evaluate the implementation of a five-month literacy coaching intervention. This intervention was implemented to address low teacher self-efficacy, teacher knowledge, and ultimately teacher use of two literacy practices, providing students with text choice and small group instruction to meet the needs of an increasingly diverse student population. Seven high school English teachers engaged in coaching sessions with a secondary literacy coach across a five-month time period. Qualitative and quantitative data sources was collected including teacher surveys to measure teacher self-efficacy and teacher use of instructional practices, semi-structured interviews, classroom observations, and literacy coaching logs and reflective journal entries. Findings suggest that some teacher participants did experience an increase in teacher self-efficacy, teacher knowledge, and teacher use specific to the literacy instructional practice of providing students with text choice. Furthermore, findings suggest that literacy coaching can provide emotional support to teachers and increase teacher reflection on their instructional practices.

Keywords: adolescent literacy, differentiation, literacy coaching, teacher knowledge, teacher self-efficacy

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Dedication

To Adele and Paula: For seeing something in me that I never saw in myself and modeling everyday what it means to be a consummate professional and a true scholar and practitioner. You have inspired me more than you will ever know.

To Mom and Dad: To my first and finest teachers. Your never-ending support and encouragement are what have fueled my educational journey and I would not have made it to this point without you. You have believed in me since the beginning and for that I am forever grateful.

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Executive Summary

Within the United States, the population of students enrolled within the K–12 public school systems is growing increasingly more diverse, creating greater learner variance within classrooms (U.S. Department of Education, 2016). Racial enrollment statistics support an increase in racial and cultural diversity within K–12 classrooms across the U.S (U.S. Department of Education, 2016). In addition to racial and cultural student diversity, K–12 teachers are experiencing an increase in the number of students for whom English is a second language (National Association for the Education of Young Children, 2009; U.S. Department of Education, 2016). Classroom teachers of kindergarten through 12th grade also face challenges associated with meeting the needs of students identified with disabilities within the regular education classroom due to the emphasis on ensuring education within the least restrictive environment as mandated in the Individuals with Disabilities Education Act (IDEA) (Fuchs & Fuchs, 1994).

While the diversity of the student population continues to increase, teachers are not implementing effective instructional practices that support academic growth for all learners. This problem is particularly important in U.S. high school English classrooms where a significant portion of the population is reading below grade level and Hispanic and Black students have underperformed white students in reading over the past 13 years (Joftus & Maddox-Dolan, 2003; U.S. Department of Education, 2016). In classrooms that have an increasingly diverse student population, teachers are not implementing literacy practices that engage all adolescent learners and lead to an increase in the reading performance of a diverse student population (Biancarosa & Snow, 2004; Gamoran & Carbanaro, 2003; Joftus, 2002).

Differentiated Literacy Instructional Practices

To determine the literacy instructional practices that best support differentiation and meet the needs of a diverse student population within high school English classrooms, differentiation as a theoretical framework was examined as well as the research specific to effective adolescent literacy practices. Through a synthesis of this research, effective literacy instructional practices were identified that support differentiating to meet the needs of a diverse population of learners in high school English classrooms.

Differentiation as a theoretical framework. The concept of differentiation is grounded in a group of common theories and educational practices that focus on acknowledging and understanding the varied differences in student prior knowledge, language, culture, readiness, and interests to then implement instructional practices that are appropriate to individual student strengths and needs. Within differentiated classrooms, students have a wide range of academic, emotional, and social ability levels. The approach to differentiation is process oriented and grounded in the work of Vygotsky (1978) specific to the sociocultural theoretical framework and the zone of proximal development (ZPD). Over the past two decades, Tomlinson (1999, 2015, 2017) has described differentiation as a philosophy or a way of thinking about teaching and learning. Tomlinson's (1999, 2015, 2017) work is founded on Vygotsky's ZPD as she conceptualized a model of differentiation to support educational practitioners in their ability to understand all of the essential elements that support the effective implementation of instructional practices responsive to a diverse student population.

In their research and publications, Tomlinson and Moon (2013) describe five general principles that guide their model of differentiation, and these include: (a) learning environment; (b) curriculum; (c) assessment; (d) instruction, and (e) classroom leadership and management. Within their model of differentiation, Tomlinson and Moon (2013) explain that the curriculum should contain three key components: clear goals, a focus on understanding, and student engagement in learning. As teachers consider the principle of instruction, they focus on how students will experience learning, and they must design learning experiences that reflect students' individual strengths, needs, and what they are ready to learn to maximize student academic growth. When planning for differentiation, Tomlinson et al. (2009) and Tomlinson and Moon (2013) describe how teachers can differentiate through content, process, product, and affect according to the student's readiness, interest, and learning profile. The element of content addresses the knowledge, understanding, and skills used to design the student learning goals. The element of process focuses on the learning activities designed by the teacher to promote students' deep understanding of the content. In their research focused on differentiation to meet the strengths and needs of a diverse classroom of learners, Johnson and Johnson (2002) and Santamaria (2009) suggest that when teachers consider the element of process, deliberate student grouping strategies are to be used for differentiated instruction to be implemented effectively.

Differentiation and effective adolescent literacy practices. For the purpose of this research study, effective adolescent literacy practices described across multiple research studies were examined for alignment with Tomlinson's (1999, 2015, 2017) model of differentiated instruction. Allowing students to have choice in the texts that

they read within their English classroom promotes student engagement and reading achievement of all students and also contributes to culturally responsive teaching, thus bridging the frequent disconnect between students and texts (Alvermann, 2002; Wilcox, Lawson, & Angelis, 2015). Fillman and Guthrie (2008) describe three different ways teachers can provide students with choice as they read and work within texts, including student choice of what book they read, student choice from a list of selections with one required text, and student choice of how they will engage with or respond to a text. Student choice is a literacy practice that has been identified as an effective adolescent instructional practice that, when implemented, allows for the differentiation of high school English instruction to meet the needs of a diverse student population. The use of small group instruction in high school English classrooms also supports the implementation of instruction that is individualized and meets the diverse student academic needs within the classrooms. To provide the explicit strategy instruction described by Biancarosa and Snow (2004) as well as Grossman et al. (2013) and respond to the individual strengths and needs of the students as measured through formative assessment, small group instruction is an effective literacy practice.

Context

Samoset High School (SHS) serves approximately 1200 students in grades 9–12 within the Samoset School District (SSD). SSD is a suburban school district within the mid-Atlantic region of the United States. There are 54 teachers on the professional teaching staff at SHS, including 12 English teachers and two special education teachers providing English instruction. One secondary literacy coach also services both the middle school and high school.

To graduate from SHS, high school students are required to take four years of English. During the 2016–2017 school year, there were two levels of 9th grade English (Academic A; Honors), three levels of 10th grade English (Academic A; Accelerated; Honors), and three levels of 11th and 12th grade English (Academic A; Honors; Advanced Placement (AP)). During this same school year, many students identified in need of special education in the area of English Language Arts (ELA) received their English course in a special education classroom taught by a special education teacher. During the 2017–2018 school year, there were two levels of 9th grade and 10th grade English (Academic A; Honors) and three levels of 11th and 12th grade English (Academic A; Honors; AP). In addition, almost all students identified in need of special education in the area of ELA were fully included in the Academic A level of English in grades 9–12.

Factors Associated with Teachers' Ability to Differentiate

Many researchers and educational practitioners consider implementing practices to meet the needs of a diverse student population to be an educational reform of significant magnitude, which requires sustained change in teacher instructional practices. Fullan (2007) asserts that achieving sustained change in teacher instructional practices is difficult and involves processes at the individual, organizational, and systemic level. At the individual teacher level, a synthesis of the literature examining factors impacting teachers' ability to implement pedagogical change or literacy practices that support differentiating for a diverse student population have demonstrated that teacher self-efficacy (Bandura, 1986; 1993; Tschannen-Moran & Woolfolk Hoy, 2001) and teacher mindset (Dweck, 1999; Dweck & Molden, 2005; Tomlinson, 2015) are critical components.

A needs assessment was conducted to examine the extent to which teachers within the target population (a) were using literacy instructional practices that support a diverse population of students; (b) were self-efficacious specific to literacy practices that meet the needs of diverse learners; and (c) had a growth or fixed mindset. The needs assessment also examined the correlation between teacher self-efficacy and teacher use of literacy practices as well as the correlation of teacher mindset and teacher use of literacy practices.

Demographic data findings supported that the student population within SHS is increasing in academic diversity specific to cultural differences, the needs of English Language Learners (ELL), and an increasing population of students receiving free and reduced lunch. The data collected through the needs assessment also suggested that teacher use of specific literacy practices that support differentiating instruction to meet the needs of a diverse student population was low. The specific literacy practices identified as low within the needs assessment included student choice and small group instruction. The needs assessment also found low teacher self-efficacy for literacy practices that supported meeting the needs of a diverse student population. Data indicated a correlation between teacher self-efficacy and teacher use of effective literacy practices within the context of the research study.

Literacy Coaching to Support Teacher Use of Differentiated Literacy Practices

A high quality professional development model is an effective intervention to address the need to increase teacher self-efficacy specific to the literacy practices that support differentiation, student choice of texts, and small group instruction (Ross & Bruce, 2007; Skaalvik & Skaalvik, 2007; 2010; Tschannen-Moran & Woolfolk Hoy,

2007). Literacy coaching professional development will address the need for the triadic reciprocal relationship of the personal, behavioral, and environmental factors critical to social cognitive theory and teacher self-efficacy. A positive emotional learning environment and a focus on fostering trusting relationships will also provide a foundation on which literacy coaching can flourish. The ability for teachers to engage in critical reflection and discourse individually through their work with a literacy coach will support a change in their frame of reference and transform thinking specific to their self-efficacy for differentiated literacy instructional practices. Through the implementation of a literacy coaching intervention, teacher self-efficacy will be predicted to increase as the research studies have suggested. An increase in teacher self-efficacy may increase teacher use of differentiated literacy practices and ultimately increase academic achievement of all students within an increasingly diverse student population (Ashton & Webb, 1986; Ashton, Webb, & Doda, 1983; Tomlinson, 2015).

Literacy Coaching as the Intervention

The purpose of this mixed-methods study was to evaluate the implementation of a five-month literacy coaching intervention. This intervention was implemented to address low teacher self-efficacy, teacher knowledge, and ultimately teacher use of the literacy practices, providing student choice of texts and small group instruction to meet the needs of an increasingly diverse student population. During the duration of the study, the literacy coach worked with study participants to establish individual goals aligned to two differentiated literacy instructional practices. The coach worked with individual teachers using various models of coaching including modeling, co-planning, and a cycle of

observation and reflection (Neumann & Cunningham, 2009; Tschannen-Moran & McMaster, 2009).

The following research questions were used to assess the literacy coaching intervention outcomes:

RQ1: Did the teachers participate in the full number of coaching hours?

RQ2: What coaching models were used during the coaching sessions?

RQ3: What were the prevalent themes within the semi-structured interviews and reflective journal entries related to teacher experience and participation in literacy coaching?

RQ4: To what extent did teacher self-efficacy related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ5: To what extent did teacher knowledge related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ6: To what extent did teacher use of the instructional practices, providing students with text choice and implementing small group instruction, increase after participating in five months of literacy coaching?

The literacy coaching intervention was conducted from January to June 2018. Prior to the recruitment of participants in January 2018, the researcher met with the literacy coach to review and finalize data collection forms, including the coaching log, literacy coach reflective journal, and audio recording expectations, as well as the process and timeline for data collection. When the intervention began at the end of January 2018,

the literacy coach met with each teacher participant to review the role of the literacy coach and ensure they understood the work to be done together throughout the five-month intervention period. The literacy coach collaborated with each teacher participant to create a schedule that ensured one weekly scheduled 47-minute period with every participant. The literacy coach then met with participant at their weekly scheduled time for the five-month duration of the intervention. In addition to weekly scheduled literacy coach-teacher session, the literacy coach and teacher participants worked in small groups to develop curriculum, communicated through email and over the phone, and met for additional one-on-one coaching sessions when requested by the teacher participant and as the schedule allowed.

This study used a convergent parallel mixed methods design to measure the process and outcomes of the literacy coaching intervention. Quantitative data was collected through teacher self-reporting on pre-intervention and post-intervention surveys specific to teacher self-efficacy and teacher use of differentiated literacy instructional practices. Observation protocols and literacy coaching logs were also used to collect quantitative data to evaluate the process and outcomes of the intervention. Qualitative data was collected through semi-structured interviews and literacy coach reflective journal entries. The combination of both quantitative and qualitative data collection provided a more extensive analysis of the literacy coaching intervention (Creswell & Plano Clark, 2011). The quantitative and qualitative data was collected concurrently throughout the five-month duration of the intervention. The data was analyzed separately and then merged to make comparisons to answer research questions (Creswell & Plano Clark, 2011).

A qualitative analysis of the multiple data sources described above was conducted using several steps. A process of deductive and inductive coding was used to explore the data in greater depth and gain a more thorough understanding of the data. Deductive coding was used to collect evidence specific to each construct outlined within the research questions. An inductive process of coding was used to examine the constructs in more detail and to gather additional themes. The inductive process allowed for a deeper understanding of the constructs of teacher self-efficacy, teacher knowledge, and teacher use of the literacy instructional practices specific to the differentiation of instruction within high school English classrooms. Additional themes of teacher reflection and emotional coaching were identified through the inductive coding process, and this information will inform future iterations of the literacy coaching intervention as well as new coaching interventions across SHS.

Descriptive statistics were used to analyze the quantitative data sources specific to teacher use of each literacy practice examined as well as teacher self-efficacy. Paired t-tests were also conducted to determine whether a statistical difference existed between the pretest and posttest survey results for each teacher self-efficacy construct (instruction, adapting instruction, student choice of texts, small group instruction, and motivate students) as well as each effective literacy practice. The small sample size limited a more detailed statistical analysis and also suggested the statistically significant findings to be interpreted cautiously.

Findings

The research study sought to answer six research questions to examine the process and implementation of the intervention as well as the extent of the outcomes specific to

changes in teacher self-efficacy, teacher knowledge, and teacher use specific to two differentiated literacy practices, student choice of texts and small group instruction. The first three research questions were designed to evaluate the process of the intervention implementation. Six of the seven participants met with the literacy coach for a total of 20 hours or more in both an individual and collaborative setting; these teachers met the 20 or more hours that are described by Desimone (2009) and Garet et al. (2001) as required for professional development to be highly effective. The qualitative data also suggested that six of the seven participants consistently participated in the coaching initiative and moved along a continuum in terms of their experiences specific to the level of teacher reflection and establishing trusting relationship with the literacy coach. Quantitative data was used to examine the coaching models used throughout the five-month intervention. The literacy coaching log was prepopulated with the four coaching models suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009) including: (a) modeling of a lesson or lesson component; (b) co-planning a lesson or series of lessons; (c) co-teaching a lesson or series of lessons; and (d) observing the teacher and providing feedback. When considering these models prior to the start of the intervention, it was assumed that the literacy coach would have already begun to establish trusting relationships that would allow for more intense coaching models to be used. Developing curriculum and resource materials was not one of the four models pre-populated on the coaching log, but it was the model most frequently used during the duration of the intervention implementation. Qualitative data also suggested that four of the seven teacher participants participated in co-planning, and one teacher participated in a cycle of observation, feedback, and reflection.

While additional self-efficacy constructs and effective literacy practices were examined to allow for a more in-depth evaluation of the literacy coaching intervention, the outcome evaluation research questions focused on two effective literacy practices that the research suggests support differentiated instruction within high school English classrooms (Alvermann, 2002; Biancarosa & Snow, 2004; Grossman et al., 2013; Santamaria, 2009; Tomlinson 1999; 2015; 2017). The findings suggest evidence to support that three of the seven teacher participants experienced an increase in teacher self-efficacy specific to the construct of providing students with text choice. With regard to an increase in teacher knowledge about providing students with text choice, data indicated that there was a positive change or increase in the knowledge of five teacher participants. While there was no quantitative data to support a statistically significant difference in teacher use of student choice, qualitative data details the extent to which three of the teacher participants experienced a positive increase in their use of student choice of texts within their classroom. In addition, the remaining four teacher participants stated that they intended to work with the literacy coach to implement student choice of text through their use of the book club model in the upcoming school year.

With regard to the effective literacy practice of small group instruction, there was no evidence to support a change in teacher self-efficacy, teacher knowledge, or teacher use of small group instruction. There is a gap in the research specific to the use of small group instruction in high school English classrooms, and this research study also found that there was low reliability for the pretest and posttest survey items specific to self-efficacy for small group instruction.

Implications for Future Research

The findings of this study reveal several implications for future research. While the size of the high school English department and the number of potential teacher participants did not allow for a randomized control trial, it will be important moving forward to design a study that takes place within a high school that allows for a control and treatment group to determine whether the positive change found in teacher self-efficacy, teacher knowledge, and teacher use was a result of the literacy coaching. To achieve changes in teacher self-efficacy, teacher knowledge, and teacher use of instructional practices, the duration of the professional development is also a critical factor. Increasing the duration of the intervention to a full school year or multi-year study would allow for a more in-depth examination of the factors outlined within the theory of treatment for the intervention (Appendix C). This research study only lasted five months in duration. Due to the brevity of the study, the long-term outcome of student achievement was not able to be measured. If the duration of the intervention was increased, data specific to student academic achievement could be collected and analyzed to determine the extent to which student academic achievement can increase as a result of literacy coaching.

One of the reasons the literacy coaching model was selected was to ensure and provide a positive emotional climate for teachers as they were learning and participating in professional development to support them in meeting the needs of their diverse learners (Hardiman, 2012; Hunt, 2016). The qualitative data coding analysis indicated a strong theme of emotional coaching. To better understand the role that emotions play in teacher change as well as the role that the literacy coach plays in this teacher change,

future research should be conducted that allows for an in-depth exploration of teacher emotions and how literacy coaching contributes to teacher emotional resilience.

As the construct of student choice of texts was examined and explored within this research study, the teacher participants frequently discussed the instructional framework of book clubs. While book clubs supported teachers' self-efficacy, knowledge, and use of student-selected texts within their classrooms, the research questions and data measures used throughout the research study did not allow for a detailed exploration of the book club instructional framework and how the use of book clubs contributes to student engagement, motivation, and student achievement. Qualitative data suggests that the literacy coach played a significant role in supporting the development and design of the book club units of study that were implemented in three of the teacher participants' classrooms. There is a large gap in the research specific to the use of book clubs within high school English classrooms. An area for future research is the role of the book club instructional framework on teacher self-efficacy, teacher knowledge, teacher use of effective literacy practices, as well as on student engagement, motivation, and ultimately student achievement.

CHAPTER 1

Meeting the Needs of A Diverse Student Population

Within the United States, the population of students enrolled within the K–12 public school system is growing increasingly more diverse, creating much greater learner variance within the classrooms (U.S. Department of Education, 2013). From fall 2003 to fall 2013, the number of White students enrolled in U.S. public schools decreased from 59% to 50% and is expected to continue to decrease over the next 12 years (U.S. Department of Education, 2016). Within this same 10-year span, the population of students who identified as Hispanic increased from 19% to 25% and is expected to increase to 29% over the next 12 years (U.S. Department of Education, 2016). These racial enrollment statistics support an increase in the racial and cultural diversity within K–12 classrooms across the U.S. In addition to racial and cultural student diversity, K–12 teachers are experiencing an increase in the number of students for whom English is a second language (National Association for the Education of Young Children, 2009; U.S. Department of Education, 2016). K–12 classroom teachers also face the challenges associated with meeting the needs of students who have been identified with disabilities within the regular education classroom because of the emphasis on ensuring education within the least restrictive environment within the Individuals with Disabilities Education Act (IDEA) (Fuchs & Fuchs, 1994). These factors are increasing the academic diversity or the learner variance of students within general education classrooms, thus requiring the teachers within these classrooms to be able to meet the heterogeneity of student learning needs.

Diverse Student Population

Demographic student diversity. The Condition of Education (2016), published annually by the U.S. Department of Education, documents the student enrollment of elementary and secondary schools within the United States and projects for future trends specific to racial and ethnicity, ELLs, and students in families living in poverty. The racial and ethnic characteristics of the student population within elementary and secondary classrooms in the United States have changed to reflect an increase in racial and cultural student diversity. Within U.S. elementary and secondary schools, the percentage of white students in elementary and secondary schools has decreased since fall 2000 while the student population of Hispanic and Asian students has increased during the same 10-year period. The percentage of Hispanic students is expected to increase to 29% of the total student enrollment in elementary and secondary U.S. schools by 2025, and the percentage of Asian students is expected increase to 6% from 5% by 2025. The total number of Black students enrolled in U.S. elementary and secondary schools has decreased from 17% to 16%, and this population is expected to continue to decrease slightly, by less than 1%, by 2025 (U.S. Department of Education, 2016).

As the ethnic or cultural diversity of the student population increases, the population of elementary and secondary students identified as ELLs has also increased. The U.S. Department of Education (2016) defines an ELL student as a national-origin-minority student who has limited English proficiency. From the 2002–2003 school year to the 2014–2015 school year, the population of ELL students grew from an estimated 4.2 million students to 4.8 million students and contributed to approximately 10% of the total elementary and secondary school population (U.S. Dept. of Education, 2016). Within

elementary and secondary schools, general education teachers are responsible for implementing effective instructional practices that assist ELL students in developing language proficiency and the academic skills and concepts necessary to achieve grade level standards (U.S. Department of Education, 2013).

Inclusion of special education students. The 1997 and 2004 Reauthorizations of the Individuals with Disabilities Education Act (IDEA) increased the focus on the placement of all students with disabilities within the least restrictive environment and on a continuum of support for the student based on his or her needs. The guidelines also mandate that the general education classroom be the first environment considered along the continuum of placement for a student with a disability and that access to the core curriculum is a focus when making the placement decision. The amount of time a student spends within the general education classroom is quantified and recorded within the student's individualized education plan (IEP). The options available on the IEP document specific to the amount of time the student spends within the general education classroom are less than 40%, 40–79%, and 80% or more. This represents a continuum of service options or an available continuum of time the student is able to access the core curriculum or the general education classroom. From fall 1999 to fall 2015, the percent of students with disabilities being serviced for 80% or more of their instructional time within the general education classroom has steadily increased from 47.3% to 61.8%. When a student with a disability is placed within the general education classroom, an inclusion model is used to ensure the student is participating in an integrated academic and social setting. An inclusive model of special education is dependent on the special education teacher and the general education teacher using their combined knowledge and

skills to facilitate student participation and learning (Jenkins & Ornelles, 2009). The role of the general education teacher is to have a strong working knowledge of the curriculum content as well as the teaching skills necessary to implement instructional practices that lead to learning for students with disabilities. Often in an inclusive model of instructional delivery, the general education teacher also has the primary educational responsibility for the "full spectrum of learners" (Tomlinson, Callahan, Tomchin, Eiss, Imbeau, Landrum, 1997, p. 269). The inclusive model of education places an increased demand on the general education teacher, as he or she must possess the knowledge and skills necessary to address the strengths and needs of these students as learners while meeting the strengths and needs of the other learners within the classroom (Blecker and Bloakes, 2010). Over a 20-year period, several studies have found that general education teachers do not feel confident or prepared to meet the needs of the students with disabilities who are included within their classrooms (Blecker & Boakes, 2010; Fuchs & Fuchs, 1994; Jenkins & Ornelles, 2009; Minke, Bear, Deemer, & Griffin, 1996; Urton, Wilbert, & Henneman, 2014; Woolfson & Brady, 2009).

Diverse Student Population in High School English Classrooms

Reading achievement of adolescent students within U.S. secondary schools is a growing concern among the educational community (Alvermann, 2002; Biancarosa & Snow, 2004). In 2015, 35% of students in grade 8 performed at or above proficient on the National Assessment of Educational Progress (NAEP) in reading and 37% of students in grade 12 performed at or above proficient on the same exam (U.S. Department of Education, 2018). These percentages of reading achievement proficiency on the NAEP do not reflect significant achievement growth and have remained relatively stagnant since

2002. Black and Hispanic students in grades 8 and 12 perform substantially lower than their White peers on the NAEP in the area of reading. Black students in grade 8 performed 26 points lower than their White student peers, and Hispanic students in grade 8 performed 21 points lower than their White student peers. Black students in grade 12 performed 29 points lower than their White student peers, and Hispanic students in grade 12 performed 19 points lower than their White student peers. These gaps in achievement between different student demographic populations also illustrate the challenges encountered by the general education teacher in responding to the varying needs of the diverse student population within his or her classroom and support the need for literacy instruction that leads to an increase in reading achievement for all students.

Problem of Practice

The diversity of the student population within U.S. classrooms has changed dramatically over the past 20 years (U.S. Department of Education, 2013; 2016). Within U.S. classrooms, teachers are challenged with meeting the needs of students who are racially and ethnically diverse, students who are identified as ELLs, students living in families of poverty, and students who are identified as in need of special education services. While the diversity of the student population continues to increase, teachers are not prepared to meet the increasing heterogeneity of students' academic strengths and needs within their classrooms. Within these heterogeneous classrooms, teachers are not implementing effective instructional practices that support academic growth for all learners.

This problem is particularly important in U.S. high school English classrooms where a significant portion of the population is reading below grade level, and Hispanic

students and Black students have underperformed White students in reading over the past 13 years (Joftus & Maddox-Dolan, 2003; U.S. Department of Education, 2016). In classrooms that have an increasingly diverse student population, teachers are not implementing literacy practices that engage all adolescent learners and lead to an increase in the reading performance of a diverse student population (Biancarosa & Snow, 2004; Gamoran & Carbanaro, 2003; Joftus, 2002).

Differentiation as a Theoretical Framework

The concept of differentiation is grounded in a group of common theories and educational practices that focus on acknowledging and understanding the varied differences in student prior knowledge, language, culture, readiness, and interests to then implement instructional practices that are appropriate to individual student strengths and needs. Within differentiated classrooms, students have a wide range of academic, emotional, and social ability levels. The approach to differentiation is process oriented and grounded in the work of Vygotsky (1978) specific to the sociocultural theoretical framework and the zone of proximal development. The sociocultural theory asserts that individuals learn through their social interaction and experiences with the individuals within their environment, including teacher, peers, tools, and cultural objects (National Research Council, 2000; Vygotsky, 1978). Vygotsky emphasizes the active role that individuals must take in their own learning and the role of the social environment as an agent in developing thinking (National Research Council, 2000). In his work, Vygotsky proposes that teaching is most effective when it takes place within a student's zone of proximal development (ZPD). The ZPD emphasizes determining a place of student readiness and the potential level of development for the student and then scaffolding

student learning within the place of student readiness along the continuum to their potential level of development. The student works within this range, the ZPD, through learning experiences and activities with an adult or in collaboration with their peers, thus providing them with the interactions with the social environment. Vygotsky (1978) argues that what students are capable of doing with the assistance of others is a more accurate measure of their mental development than what they can do independently. Differentiation requires teachers to know and understand the student's readiness for the learning and then tailor and scaffold the instruction within the student's ZPD for him or her to reach the intended learning goals. Hattie (2009) describes differentiation as relating more "to addressing students' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of) students" (as cited in Tomlinson & Moon, 2013, p. 1). Within a differentiated model of instruction, students are engaged in active and collaborative learning with their teacher or peers scaffolding and facilitating the learning.

Over the past two decades, Tomlinson (1999, 2015, 2017) has described differentiation as a philosophy or a way of thinking about teaching and learning. Within her work, Tomlinson (1999, 2017) has conceptualized a model of differentiation to assist educational practitioners in their ability to understand all of the essential elements that support the effective implementation of instructional practices that are responsive to a diverse student population. Tomlinson and Moon (2013) describe the five general principles of robust teaching that guide this model of differentiated instruction. The five general principles include the learning environment, curriculum, assessment, instruction, and classroom leadership and management. For differentiated instruction to be

implemented effectively, the learning environment must be a place where all students feel safe, respected, and able to take risks in their learning as they work within their zone of proximal development and the teacher scaffolds up for them. To support differentiation, the curriculum should have three key attributes: a clarity of goals, a focus on understanding, and engage students in the learning. The curriculum should also support the teachers in their ability to scaffold the learning or teach up from the students' individual readiness starting points. Assessment should be used within a differentiated classroom to measure student academic progress toward learning standards or goals. The principle of instruction focuses on "how teachers teach or how students will experience learning" (Tomlinson & Moon, 2013, p. 9). To maximize student academic growth, teachers must design learning experiences that reflect students' individual strengths, needs, and what they are ready to learn. When planning for instruction within a differentiated model of instruction, teachers need to consider student readiness, student interest, student learning profile or learning preferences, flexible grouping structures, and meaningful learning tasks or activities. The fifth principle of classroom leadership and management refers to the ability of the teacher to manage the routines and processes within their classrooms to "help students understand, contribute to and participate in the structures designed to facilitate learning" (Tomlinson & Moon, 2013, p. 15).

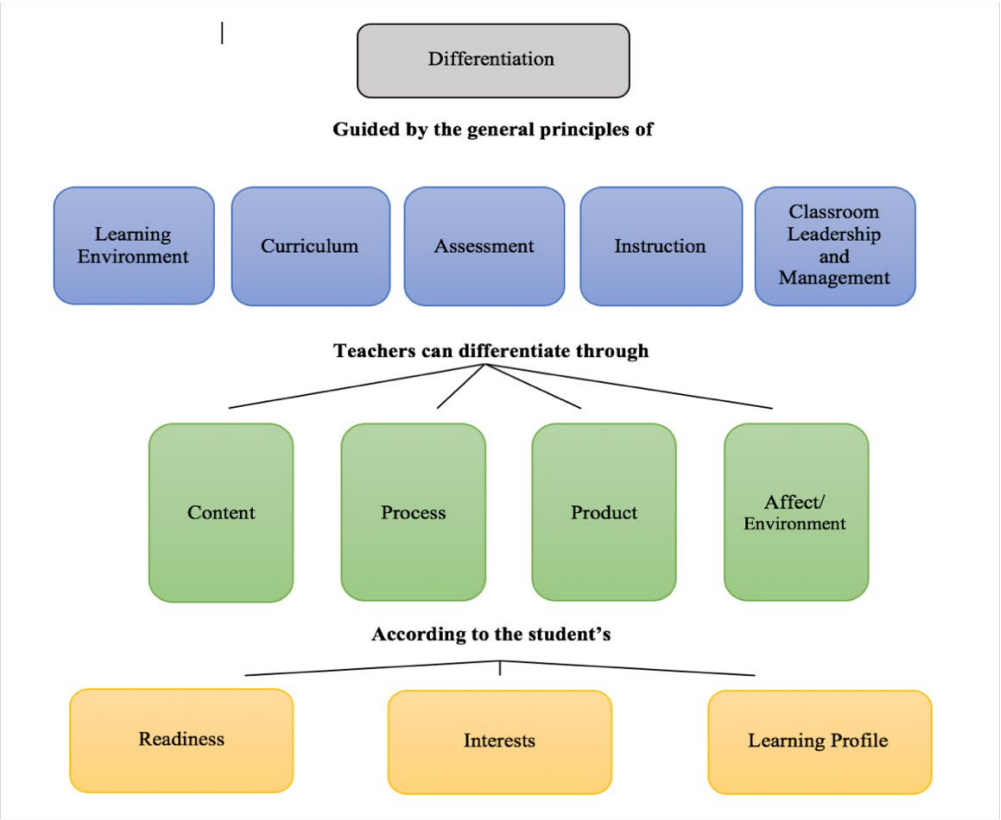

Figure 1.1. Elements of differentiated instruction. Adapted from *Assessment and Student Success in a Differentiated Classroom* by C. A. Tomlinson and T. R. Moon, p. 2. Copyright 2013 by Association of Supervision and Curriculum Development.

Tomlinson et al.'s (2009) model of effective differentiation outlines four curriculum-related elements that are to be modified when designing classroom practices that are responsive to student needs, and these elements are based on three categories of student need and variance. Teachers can differentiate through content, process, product, and affect according to the student's readiness, interest, and learning profile. The element of content addresses the knowledge, understanding, and skills used to design the student learning goals. The element of process focuses on the learning activities designed by the teacher to promote students' deep understanding of the content. Tomlinson and Imbeau

(2010) refer to the research synthesized by the National Research Council (2000) in *How People Learn* when they describe deep understanding of the content as learning that enables students to retain, apply, and transfer content. The method by which students demonstrate their deep understanding is defined as the product. In their work, Johnson and Johnson (2002) suggest that when teachers consider the element of process, they should focus on the use of cooperative groups that provide opportunities for students to work together to maximize and stimulate their learning and that of others in the group. Santamaria (2009) suggests that when differentiated instruction is implemented effectively, the teacher uses a "variety of deliberate grouping strategies" (p. 218) to ensure engagement and success of all learners.

As research studies were published and the educational community continued to learn more about teaching and learning, Tomlinson (2015) continued to advocate for a differentiated framework of instruction to be implemented within classrooms to support an increasingly diverse student population. Tomlinson (2015) remains committed to the concept of "teaching up" for teachers to plan for instruction that will challenge individual or small groups of learners and then scaffold learning to support a broad range of learners who are working toward that same level of knowledge, understanding, and skill. To respond to the needs of an academically diverse student population, Tomlinson (2015) synthesizes her work with the five characteristics of teaching and learning published by the National Research Council (2000) and the key findings from Hattie's (2009, 2012) research to suggest four indicators that are descriptive of classrooms where effective differentiation or "teaching up" occurs in response to student academic strengths and needs. The four indicators are the classroom is learner-centered, the classroom is

knowledge-centered, the classroom is assessment-centered, and the classroom is instruction-centered. Best practices in each of these four areas are necessary in classrooms where teachers succeed in preparing all students to meet or exceed academic standards (Tomlinson, 2015; 2017).

Literacy Practices that Meet the Needs of Diverse Student Population

Several research studies have examined the characteristics of exemplary or influential literacy teachers in primary classrooms with diverse learners. An exemplary teacher in this type of setting has been defined as one who (1) has students with excellent literacy achievement scores over a period of time; (2) has students who are considered "at-risk" perform better than expected on achievement tests; and (3) are identified as exemplary by administrators, peers, parents, or students (Reutzel, Morrow, & Casey, 2009). Multiple studies have consistently found that the ability to individualize or differentiate instruction to meet the individual needs of students is a characteristic of effective literacy teachers at the primary level (Metsala, Wharton-McDonald, Pressley, Rankin, J., Mistretta, & Ettenberger, 1997; Morrow, 2008; Ruddell, 1995; Ruddell & Harris, 1989). While research has been conducted to examine the literacy practices of exemplary teachers at the primary level, very little research has been conducted to examine the literacy practices of exemplary teachers at the secondary level. Although there is little empirical research to support the literacy practices that are most effective in leading to the literacy achievement of diverse learners in the high school setting, prominent researchers and practitioners in the field of literacy have identified and made recommendations for effective adolescent literacy practices.

Biancarosa and Snow (2004) argue that ensuring the ongoing literacy development of adolescents is a more challenging task than implementing effective reading instruction at the elementary level due to the complexity of the literacy skills and the application of these skills within content area subjects and the decrease in student motivation to read at the secondary level. An additional challenge in meeting the needs of struggling readers and writers at the secondary level is the diversity of the academic strengths and needs of these students, including students struggling with reading fluency, students struggling in the area of reading comprehension, students struggling in monitoring their understanding, and students struggling in two or more of these areas. These challenges are increased when struggling students are expected to read texts within content area subjects without the skills or strategies to apply to reading in specific content areas, such as math or science. For ELL students and students with specific learning disabilities, the struggles to learn to read and read to understand are even more complicated, requiring additional individualized instruction and interventions (Biancarosa & Snow, 2004). In "Reading Next: A Vision for Action and Research in Middle and High School Literacy," Biancarosa and Snow (2004) propose 15 key elements for effective adolescent literacy practices. Table 1.1 outlines these 15 elements, which address both instructional and infrastructure improvements and are considered dynamic and inter-related.

Table 1.1

Key elements of effective adolescent literacy programs

Instructional Improvements	Infrastructure Improvements
Direct, explicit comprehension instruction	Extended time for literacy
Effective instructional principles embedded in content	Professional development
Motivation and self-directed learning	Ongoing summative assessment of students and programs
Text-based collaborative learning	Teacher teams
Strategic tutoring	Leadership
Diverse texts	A comprehensive and coordinated literacy program
Intensive writing	
A technology component	
Ongoing formative assessment of students	

(Biancarosa & Snow, 2004)

Similar to the work of Biancarosa and Snow (2004), Alvermann (2002) also argues that much of the focus on literacy within the U.S. has been at the primary level, while the specialized literacy needs of adolescents frequently go unnoticed by policy makers and the general public. In her work on effective literacy instruction for adolescents, Alvermann (2002) provides five claims or areas that must be addressed if adolescent literacy instruction is to be considered effective. These claims include (1) addressing issues of self-efficacy and engagement; (2) developing students' abilities to comprehend, discuss, study, and write about multiple subject areas; (3) embedding instruction that is developmentally, culturally, and linguistically responsive to the needs of struggling students within the regular curriculum and address differences as strengths and not deficits; (4) integrating the need to teach students to read and analyze internet sites, social media sites, and multiple types of texts with a critical lens within the regular curriculum; and (5) use of participatory approaches that actively engage students in their own learning and approach the use of texts as tools for learning. In addition to these five

claims, Alvermann (2002) also advocates for the integration of multiple types of texts read for multiple purposes in many different types of learning situations.

In their work on middle school literacy instructional practices, Grossman, Greenberg, Hammerness, Cohen, Alston, and Brown (2009) developed the Protocol for Language Arts Teaching Observation (PLATO) to articulate effective teaching practices within secondary English Language Arts (ELA) classrooms across multiple domains. PLATO was founded on previously existing observation tools and research on effective ELA teaching practices. This observation tool aligns with best practice research, is agnostic with regard to curriculum approach, and addresses all the components of ELA instruction. The tool was founded on four underlying constructs: instructional scaffolding; disciplinary and cognitive demands of activities and classroom discourse; teachers' representation and use of content; and teachers' management of time and behavior. In 2009 when PLATO was first developed, the tool included 10 elements of effective ELA instruction within middle school and high school classrooms, and these are listed in Table 1.2. While the PLATO tool has been modified and refined over the course of multiple studies, the elements of effective ELA instruction have only been slightly modified to meet the needs of the various research studies in which it has been used. The identification of these elements and the creation of PLATO tool have allowed for instructional practices within secondary level ELA classrooms to be examined critically and for a possible relation between instructional practices in ELA classroom and teacher value-added scores to be analyzed. Through their research and use of teacher logs to add additional dimensions to the PLATO tool, Grossman, Loeb, Cohen, and Wyckoff (2013) also found that high value-added middle school ELA teachers used small group

instruction far more than low value-added teachers of the same population, and these high value-added teachers used large group or whole class instruction far less than the low value-added middle school ELA teachers.

Table 1.2

10 Elements of Effective ELA Instruction within PLATO

Purpose
Intellectual Challenge
Representations of Content
Connections to Personal and Prior Knowledge
Models and Modeling
Explicit Strategy Instruction
Guided Practice
Feedback
Classroom Discourse
Accommodations for English Learners

When examining adolescent literacy practices that will increase achievement of all students, motivation and engagement are critical factors. Multiple research studies suggest that middle and high schools are not engaging adolescent students, and this lack of student motivation or engagement contributes to a lack of growth or a decline in the reading achievement of these students. While student motivation and engagement have been explicitly and implicitly addressed in the effective secondary literacy practices discussed previously in this chapter, there is an extensive body of research focused in this area and recommendations from the research specific to the instructional practices that have a significant impact on increasing motivation and engagement. Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littles (2007) found that reading engagement and motivation contribute to reading achievement, and Guthrie, Schafer, and Huang (2001) found that high reading engagement had a greater impact on reading achievement than socioeconomic status. In addition, continued low student engagement in reading has

been shown to be a precursor for dropping out of school (Finn & Rock, 1997). To increase adolescent or secondary student reading achievement across a diverse student population, Guthrie (2008) advocates for specific literacy practices that have been demonstrated to increase student motivation for academic reading. In his work, Guthrie (2008) suggests the practices that teachers can use to influence student motivation and ultimately student reading achievement. These practices include (a) the creation of classroom goal structures; (b) providing students with control and choice; (c) bringing peer interactions to the text; (d) increasing student self-efficacy for reading; and (e) increasing student interest in reading by making the reading relevant.

Sociocultural perspective on literacy. While the differentiated model of instruction is grounded in the sociocultural theoretical framework and Vygotsky's ZPD, many of the effective adolescent literacy practices are also grounded in the sociocultural theoretical framework. The sociocultural perspective on literacy embodies the idea that reading and writing are practices that are developed through an individual's interactions with his or her surrounding environment (Gee, 1990; Lewis, Encisco, & Moje, 2007). This theoretical perspective on literacy emphasizes the connection of the reader and the text to the different social and cultural systems in which they engage and interact. These social and cultural systems impact the perspective or prior experiences the reader brings to the text, how the reader comprehends the text, the meaning readers make from the text and bring to their own lives, and the impact the text has on their future actions. The sociocultural perspective on literacy places significant importance on the inclusion of the students in the curriculum design and bridging the literacy learning within the classroom to the students' lives outside of the classroom. Compton-Lilly (2007) and Tatum (2005)

stress the negative impact on the engagement, motivation, and academic achievement of Black and Hispanic students when the English curriculum and the text selections are teacher-selected and often misaligned with the students' cultures and lives outside of school. To ensure engagement of all students in the literacy learning within high school English classrooms, it will be important to implement literacy practices that align with the sociocultural perspective on literacy.

Literacy practices that support differentiated instruction. For the purpose of this research study, the effective adolescent literacy practices described across multiple research studies were examined for alignment with Tomlinson's (1999, 2015, 2017) model of differentiated instruction. Student engagement is a critical component of promoting reading achievement in high school students, as is ensuring that all students are engaged in learning that is individualized to their strengths and needs (Guthrie, 2008; Guthrie et al., 2001, 2007; Guthrie & Klauda, 2014). Allowing students to have choice in the texts that they read within their English classroom promotes student engagement and reading achievement of all students and contributes to culturally responsive teaching bridging the frequent disconnect between students and texts (Alvermann, 2002; Wilcox, Lawson, & Angelis, 2015). Fillman and Guthrie (2008) describe student choice of texts in many ways, including student choice on what book they read, student choice from a list of selections with one required text, or student choice of how they will engage with or respond to a text. Student choice has been identified as an effective adolescent instructional practice for literacy that, when implemented, allows for the differentiation of high school English instruction to meet the needs of a diverse student population.

Collaboration with the classroom teacher and with peers has been identified as an effective adolescent literacy practice across numerous research studies. Collaboration or classroom discourse is aligned to the sociocultural perspective on literacy, ensuring that students have the opportunity to engage in text-based conversations or discussions with their peers for sustained periods of time. Alvermann (2002) also refers to this need for peer collaboration as she describes participatory approaches to instruction where students take a more active role in their learning. Antonio and Guthrie (2008) describe reading as a social event and emphasize the need for teachers to bring students to the texts through open discussions, student-led discussion groups, collaborative reasoning, providing opportunities for partnerships, and engaging students in the design or regulation of classroom management routines and procedures. Collaborative discussion, or classroom discourse, is a literacy practice that has been deemed effective in increasing student reading achievement when implemented across a diverse population of learners.

The use of small group instruction in high school English classrooms will also support the implementation of instruction that is individualized and meets the diverse student academic needs within the classrooms. To provide the explicit strategy instruction described by Biancarosa and Snow (2004) as well as Grossman et al. (2013) and respond to the individual strengths and needs of the students as measured through formative assessment, small group instruction is an effective literacy practice. Grossman et al. (2013) found statistically significant differences between the frequency with which high value-added and low value-added teachers used small group instruction versus large group instruction. Santamaria (2009) suggests that a variety of grouping strategies should be used within classrooms to ensure the needs of a culturally diverse population of

learners are met. Kamp et al. (2007) conducted a quasi-experimental study to examine the effects of small group reading instruction on ELL students and found that students receiving instruction in small groups of 3–7 achieved higher on a standardized reading assessment measure than students who received instruction in larger groups of 6–15 students.

Table 1.3 outlines the three literacy practices that have been proven to be effective in secondary literacy classrooms and align with Tomlinson's (1999, 2015, 2017) model of differentiation. These literacy practices will be the focus of the research study when examining the instructional practices that, when implemented, meet the needs of a diverse student population.

Table 1.3

Literacy Practices that Support Differentiated Instruction in High School English Classrooms

Classroom Discourse
Small group instruction
Student choice of texts

Factors Impacting Implementation of Literacy Practices

Many researchers and educational practitioners consider the implementation of practices to meet the needs of a diverse student population to be an educational reform of significant magnitude, which will require sustained change in teacher instructional practices. Fullan (2007) asserts that achieving sustained change in teacher instructional practices is difficult and involves processes at the individual, organizational, and systemic level. The review of the literature will focus on factors impacting the problem of practice, teacher use of literacy practices that meet the needs of an increasingly diverse student population, at the individual teacher level. At the individual teacher level, factors

impacting teacher use of classroom discourse, small group instruction, and student choice of texts include teacher self-efficacy for these literacy practices and teacher mindset specific to changing instructional practices. To impact teachers' ability to implement literacy practices that meet the needs of an increasingly diverse student population, education practitioners must examine thoroughly and understand these factors more deeply.

Teacher self-efficacy. Teacher self-efficacy is a multi-dimensional factor that has been shown to impact teachers' willingness to change their teaching practices or to implement new instructional practices (Bandura, 1986; 1993; Tschannen-Moran & Woolfolk Hoy, 2001). The concept of self-efficacy is grounded in the theoretical framework of the social cognitive theory. The social cognitive theory asserts that human behaviors are influenced not only by their cognition but also by their environment and their interactions with the environment (Bandura, 1986, 1993). The research on teacher self-efficacy has been approached using two theoretical perspectives articulated by Rotter (1966) and Bandura (1997). Rotter (1966) believed self-efficacy to be based on the concept of internal and external control with teacher self-efficacy increasing when teachers believe that students' achievement can be influenced through education and decreasing when teachers believe external factors have more influence on student achievement than they do as teachers. Bandura (1997) defined self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 391). Within the educational setting, Skaalvikk and Skaalvik (2007) conceptualized teacher self-efficacy as "individual teacher beliefs in

their own abilities to plan, organize, and carry out activities required to attain given educational goals" (p. 612).

The concept of self-efficacy was operationalized with RAND researchers based on Rotter's theoretical base through a two-item measure (Armour et al., 1976; Tschannen-Moran & Hoy, 2001). The two items examined teacher beliefs about the impact of external factors on an individual's ability to teach students and teacher beliefs about an individual's ability to work hard and reach even the most difficult student, focusing on internal factors within the teacher. While other researchers were concerned about a two-item measure, Rotter's research on teacher self-efficacy and the positive links to student performance and teacher change prompted many researchers to pursue additional research in this area.

In his research, Guskey (1981, 1988) examined teacher responsibility for student success; to do so, he developed the Responsibility for Student Achievement Scale (RSA). The RSA examined the correlation between high levels of teacher self-efficacy and a high degree of willingness to implement an educational innovation. Guskey found significant positive correlations between teacher self-efficacy and responsibility for student success and student failure. While Guskey was completing his research, other researchers within the field developed additional measures and debated the best methods for examining teacher self-efficacy and the impact it has on teachers' instructional practices and job satisfaction (Gibson & Dembo, 1984; Meijer & Foster, 1988; Midgley, Feldlaufer, & Eccles, 1989; Raudenbush, Rowen, & Cheong, 1992). Following the work of these many researchers, Bandura (1997) shared his thinking specific to teacher self-

efficacy and the idea that teacher self-efficacy could change across contexts, across different tasks, and across different subject matters.

While Rotter's (1966) self-efficacy research was grounded in the social learning theory, Bandura (1977, 1997) proposed that self-efficacy is a construct that emerges from the social cognitive theory. To address how teacher efficacy can change over time, Bandura (1997) developed a teacher efficacy scale that addressed seven specific areas related to teacher efficacy, including efficacy to influence decision making, instructional efficacy, and efficacy to create a positive school climate. In addition to the concept that teacher self-efficacy can change across contexts, Bandura also asserted in his social cognitive theory the concept of an outcome expectation. This outcome expectation is a second factor associated with teacher efficacy in addition to personal teaching efficacy. It addresses a person's ability to assess the likely consequences of the performance level he or she expects to achieve (Bandura, 1986). In searching for an effective tool to assess teacher self-efficacy, both of these factors need to be considered, in addition to the inclusion of questions that address self-efficacy across the wide range of tasks a teacher is required to complete.

Bandura (1986, 1997) asserted that an individual's self-efficacy beliefs are created and developed as he or she interprets information from four different sources, including (1) mastery experiences; (2) vicarious experiences; (3) verbal and social persuasions; and (4) emotional and physiological states. Bandura (1986,1997) describes mastery experiences as the most powerful source of self-efficacy. Mastery experiences are defined as the successful completion of a task, such as strong performance on an assessment or the ability to perform a challenging skill. The confidence gained from the

successful completion of the task will carry over into subsequent performances of the same task or one that is slightly more difficult. If a task is not completed successfully or a mastery experience does not take place, the individual may experience a decrease in his or her self-efficacy and, therefore, future confidence will be diminished (Usher & Pajares, 2008). Vicarious experiences occur when an individual observes a peer and then compares his or her ability to that of the peer. An individual's self-efficacy will change "following a model's success or failure to the degree that they feel similar to the model in the area in question" (Usher & Pajares, 2008, p. 753). Verbal and social persuasion include the encouragement an individual receives from family members, peers, colleagues, or friends. While the impact of this self-efficacy source is limited and does not often have a long-lasting impact, effective feedback and encouragement can support an individual's personal growth or increase their self-beliefs specific to a particular skill or area. Bandura (1986,1997) also asserts that self-efficacy beliefs can be informed by an individual's emotional or physiological state, such as when they are experiencing stress, fatigue, or depression. An individual's emotions or feelings can be interpreted as an indicator of his or her competence in a particular area or specific to a certain skill. To increase self-efficacy, it is important to consider how to reduce an individual's negative emotions and increase his or her well-being.

In their research, Tschannen-Moran and Hoy (2001) sought to develop a measure that would more clearly define the construct of teacher self-efficacy and be more reliable and valid than previous measures of the construct. Tschannen-Moran and Hoy (2001) developed the Ohio State teacher efficacy scale (OSTES) with a stable factor structure and the ability to assess a broad range of capabilities specific to teachers. The OSTES

provided key information that prompted future studies and was used as a foundation for the development of teacher efficacy models in subsequent studies (Ross & Bruce, 2007; Tschannen-Moran & Hoy, 2007). Skaalvik and Skaalvik (2007) identified weaknesses within the OSTES and developed the Norwegian Teacher Self-Efficacy Scale (NTSES) that addressed even more dimensions of a teacher's daily tasks. At the time of the study, Skaalvik and Skaalvik (2007, 2010) describe a national educational focus within Norway on teacher need to differentiate instruction to meet individual student needs and an integration of students with disabilities into a general education classroom setting. Skaalvik and Skaalvik (2007, 2010) revised the sub-dimensions or constructs that were used within the OSTES to collect data on additional constructs not previously examined and to more accurately assess teacher self-efficacy specific to differentiating to meet individual student needs. Both the OSTES and NTSES provide reliable and valid data specific to individual teacher self-efficacy within the school setting. These tools have allowed researchers to examine the impact of self-efficacy on the implementation of educational innovation, job satisfaction, and teacher burnout. These tools, along with additional measurement tools, have also been used to examine external and internal factors within the educational setting that have a positive or negative impact on teacher self-efficacy.

While higher levels of teacher self-efficacy correlate with a greater willingness or desire to engage in professional development specific to an educational innovation, implement educational innovation, and increase job satisfaction, studies suggest the need for further research to examine what causes an increase or a decrease in teacher self-efficacy (Ross & Bruce, 2007; Skaalvik & Skaalvik, 2007, 2010; Tschannen-Moran &

Woolfolk Hoy, 2007). Dixon, Yssel, McConnell, and Hardin (2014) examined the role of self-efficacy in teachers' use of differentiated instruction within their classrooms. In their study, Dixon et al. (2014) found that teachers who expressed higher self-efficacy according to their measures were more likely to differentiate within their classrooms. The findings of Dixon et al. (2014) also suggest that feedback and the opportunity to observe peer teaching practices contributed to an increase in teacher self-efficacy.

Teacher mindset. A growth mindset is fundamental to teaching and ensures all students have equitable access to excellent learning opportunities (Dweck, 1999; Tomlinson, 2015). In meeting the needs of an academically diverse population of students, Mu et al. (2015) argue that teachers need to "negotiate the tensions around existing values, beliefs, and attitude" (p. 571) specific to the inclusion of students with a variety of learning needs in the general education classroom. Mindset is a term used to describe an individual's self-theories or beliefs about the fixedness or malleability of their personal qualities, including intelligence or personality (Dweck & Molden, 2005). People who believe that their personal qualities cannot be changed regardless of work or effort reflect a fixed or entity self-theory, while people who believe that through work or effort they can change their personal qualities reflect a malleable, growth, or incremental self-theory. Dweck, Chiu, and Hong (1995) found that individuals can hold different self-theories about different personal qualities and in some situations even hold different self-theories about different components of a personal quality, believing their math ability is fixed, while their reading ability can be changed or increase. Self-theories of intelligence have been researched to examine how an individual's belief system about his or her intelligence can impact their motivational meaning systems and ultimately their

achievement. The longitudinal studies examining the impact of self-theories of intelligence and motivation have been conducted with students at the secondary and higher education level in the area of math. Students' self-theories of intelligence were found to have an impact on their learning goals, their beliefs about effort, their attributions for their difficulties, and the strategies they implemented in response to a setback (Dweck & Molden, 2005; Blackwell, Trzesniewski, & Dweck, 2007). Having an incremental theory of intelligence or growth mindset was associated with stronger learning goals, believing intelligence could be developed, believing that the more effort you put forth the better you will do, and a commitment to put forth greater effort the subsequent time to perform better or achieve more. Having an entity theory of intelligence or fixed mindset was associated with a diversion away from learning to a validation of their intelligence by a grade or performance score, a belief that putting forth more effort reflected deficient ability, and a belief that mistakes and poor performance were associated with failure and inadequacy (Dweck & Molden, 2005). An incremental theory of intelligence was shown to produce positive, "mastery-oriented" strategies, and then these strategies predicted increasing math scores (Blackwell et al., 2007). Multiple research studies with students have demonstrated that people's self-theories can be altered, and a meanings system approach can be used to intervene, leading to positive changes in learning and achievement. These interventions involve teaching students an incremental theory of intelligence and how to apply this theory to their academic life (Aronson, Fried, & Good., 2002; Blackwell et al., 2007; Good, Aronson, & Inzlicht, 2003).

While the majority of research studies on mindset and the impact of mindset on "mastery-oriented" strategies and achievement have been conducted with students, more recent empirical research has been conducted with teachers. When examining research studies on self-theories with teachers or educators, some research studies have focused on teachers' implicit theories of their students' intelligence, while other research studies have focused on implicit theories about their own teaching skills or abilities. The findings from each type of study are relevant and provide insight into the problem of practice. Rattan, Good, and Dweck (2012) examined the impact of teachers' theory of math intelligence on their pedagogical practices with struggling students. Their research study found that teachers with an entity theory of math intelligence were more likely to diagnose a student as having low ability after one poor math performance. The teachers with an entity theory of math intelligence also engaged the students in pedagogical practices that had the potential to lead to less engagement with the subject matter, and these teachers reported lower expectations for these students' future achievements. Rattan et al. (2012) concluded that the teachers' fixed or entity theory of math intelligence led the teachers to implement instructional or pedagogical practices that were unproductive and did not meet the needs of a diverse student population, particularly those students who were already struggling in the content area.

Thadani, Breland, and Dewar (2015) examined the impact of teacher mindset or self-theories, their beliefs about the malleability of their teaching skills, on teachers' interest in engaging in professional development or professional learning around an educational reform or change in practices. College professors with an incremental theory of teaching skills had a greater self-reported interest in professional development or

professional learning specific to their instructional practices. The research findings of Thadani et al. (2015) also suggest educators with an entity theory of teaching skills are less interested in professional learning and more specifically less interested in professional development that focuses on self-reflection of their own teaching practices and making substantial, long-term changes to their current practices. These findings support that teachers with an entity theory of their teaching skills may be less likely to believe they have the ability to increase their teaching skills or abilities to meet the needs of a more diverse student population or be less likely to seek out and participate in professional learning that supports their ability to meet the varied learning strengths and needs of their students within the general education classroom.

The research study conducted by Shim, Cho, and Cassady (2013) examined the impact of teachers' achievement goal theories on teaching as well as teachers' implicit theories of students' intelligence. While the study data did not provide enough evidence to support that teachers with an incremental theory of student intelligence were more likely to create a classroom environment in which mastery-oriented or stronger learning goals were emphasized, the study did find a relationship between the teachers' approach to teaching and the design of the classroom environment. Teachers who have a strong desire to improve their teaching skills and continue to grow professionally created a classroom learning environment that promoted mastery or learning goals and maximized learning for all students. The classroom environments of teachers with a strong desire to improve their teaching skills were ones in which students were more motivated and engaged in the learning. As discussed earlier in this chapter, student engagement and student motivation are key adolescent literacy practices and, therefore, teachers' mindset

or beliefs about their teaching abilities can play a critical role in their ability to implement effective literacy practices that motivate and engage learners as well as differentiate.

Conclusion

Teacher self-efficacy and teacher mindset are two factors that can have a significant impact on teachers' implementation of literacy practices that meet the needs of a diverse student population. While research specific to the factors impacting teacher use of student choice and small group instruction at the secondary level has not yet been conducted and the research specific to factors impacting teacher use of differentiated literacy practices is very limited, there is research to support that these factors have an impact on teacher use of differentiated instructional practices across all content areas. Data specific to teacher self-efficacy and teacher mindset will be critical to confirm that these factors are impacting teacher use of literacy practices that meet the needs of a diverse student population within the context of the research study.

CHAPTER 2

Empirical Examination of the Factors and Underlying Causes

The literature describes multiple factors that can impact teachers' ability to meet the increasingly diverse student population within their classrooms. This needs assessment is focused on further examination of the extent to which teacher self-efficacy are factors in teachers' ability to meet the academic needs of a diverse student population within high school English classrooms. A synthesis of the literature examining factors impacting teachers' ability to implement pedagogical change or literacy practices that support differentiating for a diverse student population has demonstrated that teacher self-efficacy and mindset are critical components.

As discussed in Chapter 1, the empirical literature provides evidence that specific literacy instructional practices meet the needs of an academically diverse high school English classroom of learners, including student choice of texts, small group instruction, and classroom discourse. To examine the extent of this problem with the context of the research study, data must be collected specific to teacher self-efficacy, teacher mindset and teacher use of the literacy instructional practices that address meeting the needs of an increasingly diverse student population.

The body of literature is significantly limited regarding the self-efficacy of practicing high school teachers specific to their ability to differentiate instruction to meet the needs of a diverse student population within English classrooms. Substantial research focuses on K–12 pre-service teachers' self-efficacy specific to differentiating instruction. A small body of research focuses on teacher self-efficacy specific to differentiating instruction of current practicing teachers, but these studies have been conducted with

teachers at the elementary level. Few papers have examined teacher self-efficacy as it relates to differentiated instruction with practicing secondary level teachers with varied experience levels within U.S. schools. There is also lack of empirical research focused on teacher self-efficacy specific to the implementation of literacy practices that support differentiating to meet student needs. While the self-efficacy research questions examined within the needs assessment are aligned with research questions examined in previous studies of teacher self-efficacy for instructional practices and teacher self-efficacy specific to differentiated instruction, the population of study participants in this research study context is different from prior studies. Much of the teacher self-efficacy research specific to differentiated instruction has been conducted with pre-service teachers or beginning teachers rather than with a participant population with a large range of years of teaching experience. Research studies on adolescent literacy practices were also used to design the methods and survey instruments needed to examine the problem and explore teacher self-efficacy as it relates to the problem of practice. The research questions designed to address teacher mindset were developed based on previous empirical research studies examining the impact of teacher mindset or teacher theories of intelligence on teacher implementation of educational reform or change. This chapter reviews the context of the needs assessment, the research questions, the methodology, and the measures used to examine the research questions. It also presents and discusses the findings from the needs assessment as well as the implications and constraints from these findings as it impacts the design of an intervention to address teacher self-efficacy.

Context of the Study

The research study examines teacher self-efficacy and teacher mindset as these factors impact teacher implementation of literacy practices that support meeting the needs of an academically diverse student population within high school English classrooms in Samoset School District (SSD).[1] SSD is a suburban school district located in the mid-Atlantic region of the United States. The district student enrollment is approximately 4,000 students within four elementary schools (K–5), one middle school (6–8), and one high school (9–12). The district employs approximately 560 employees, of which approximately 320 are professional teaching staff. At the time the needs assessment was conducted, there were 54 members of the Samoset High School (SHS)[2] professional teaching staff, including 12 ELA teachers and two special education teachers providing ELA instruction. There is also one secondary literacy coach who services both Samoset Middle School[3] and SHS. Approximately 1200 students are enrolled at SHS. Approximately 78.45% of the student population is white (non-Hispanic), while 11.86% are Asian (not Hispanic), 5.89% are Hispanic, 2.34% are Black or African American, and 1.21% of students are multi-racial. Of the SHS student body population, 14.04% of students are economically disadvantaged, and 2.18% of students are identified as English Language Learners (ELL). Within the SHS student body population, 14.34% of the students are identified as special education, and 5.49% of the students are identified as gifted and talented.

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[1] Samoset School District is a pseudonym.

[2] Samoset High School is a pseudonym.

[3] Samoset Middle School is a pseudonym.

To graduate from SHS, high school students are required to take four years of English. During the 2016–2017 school year, there were two levels of 9th grade English (Academic A; Honors), three levels of 10th grade English (Academic A; Accelerated; Honors), and three levels of 11th and 12th grade English (Academic A; Honors; Advanced Placement (AP)). During this same school year, many students identified as in need of special education in the area of ELA received their English course in a special education classroom taught by a special education teacher. During the 2017–2018 school year, there were two levels of 9th grade and 10th grade English (Academic A; Honors) and three levels of 11th and 12th grade English (Academic A; Honors; AP). In addition, almost all students identified as in need of special education in the area of ELA were fully included in the Academic A level of English in grades, 9–12.

Teachers' implementation of literacy practices that differentiate to meet the needs of a diverse classroom of learners has an impact on many different stakeholder groups across the organization, including students, high school English teachers, literacy coach, high school building administrators, district level administrators, as well as the district school board members. All of these stakeholder groups have the potential to be impacted by the teachers' ability or inability to differentiate instruction to meet the needs of all learners. The impact could be felt through a change in teacher self-efficacy regarding differentiated literacy instructional practices, a change in the level of teacher use of differentiated literacy instructional practices, and a change in high school student achievement in the area of ELA as measured on the Pennsylvania Keystone Literature Assessment. The needs assessment explored the extent to which teachers are using differentiated literacy instructional practices and gathered data specific to teacher self-

efficacy and teacher mindset. The findings contributed to a greater understanding of the perspectives of the high school English teachers specific to the factors associated with the teacher use of differentiated literacy instructional practices that lead to greater student academic achievement.

Statement of Purpose

To gather data that examines teacher self-efficacy and teacher use specific to implementation of differentiated literacy instructional practices as well as teacher mindset, a needs assessment was conducted. The objective of the needs assessment in this study was to gather data specific to the increasing diversity within the student population at SHS and to examine the literacy practices teachers are currently using within their classrooms and data specific to potential factors that could be impacting the implementation of differentiated literacy practices. Demographic data as well as data from teacher surveys were gathered specific to the student diversity within SHS, teacher self-efficacy, teacher use of literacy instructional practices, teacher mindset, and professional learning.

The needs assessment answered the following research questions:

1. **RQ1:** What evidence is there of an increased student diversity in the general education classrooms at SHS?
2. **RQ2:** What literacy instructional practices are high school English teachers within SSD currently using and how often?
3. **RQ3:** What is the correlation between teacher self-efficacy and teacher use of literacy instructional practices?

4. **RQ4:** What is the correlation between teacher mindset and teacher use of literacy instructional practices?
5. **RQ5:** What sources do high school English teachers use to learn about literacy instructional practices?

Methodology

Study participants. The population of study participants included members of the SHS faculty who teach a minimum of one English core course to students in grades 9–12. The sample population consisted of 12 high school teachers certified to teach high school English and two special education teachers who provide direct instruction in English and co-teach in regular education English classrooms. All 14 teachers were invited to participate in the study and received the survey electronically. Of these potential participants, 10 teachers completed the survey. This represents approximately 71% of the SHS English faculty members. The participants included nine high school English teachers and one special education teacher. The participants' English teaching experience ranged from three years to 28 years. All of the participants indicated that they had taught English in another school setting prior to teaching English in SSD.

Table 2.1

Participant Demographic Data

Category	Corresponding Demographic Information
Faculty Participants	75% English teachers 50% special education teachers
Years of English Teaching Experience	0–5 years: 30% 6–10 years: 20% 11–15 years: 20% 16–20 years: 20% 21–25 years: 10%

Years taught in school setting other than SSD	100% of participants taught in a school setting other than SSD 0–5 years: 60% 6–10 years: 40%
Grade Levels Taught (Participants may teach more than one grade level)	Grade 9: 40% Grade 10: 50% Grade 11: 40% Grade 12: 60%
Level of Course Taught (Participants may teach more than one course level)	Academic B: 40% Academic A: 80% Accelerated: 70% Honors: 20% Advanced Placement: 20% Special Education: 10%

Measures. The variables examined within this study include use of literacy instructional practices, teacher self-efficacy, and teacher mindset. In the needs assessment, data collection tools were used to measure each variable using a series of statements and corresponding Likert scales. In addition, data was collected to determine the sources of professional development through which the teachers are provided with information about the literacy instructional strategies they currently use within their English classrooms.

Literacy instructional practices. Based on the literature synthesized in Chapter 1, effective literacy instructional practices were defined using the work of Grossman et al. (2013) with the PLATO tool, Davis, Pryseski, and McPartland (2012) the work of Fisher and Frey (2008a; 2008b). To more effectively examine instructional practices within Language Arts classrooms, Grossman et al. (2013) developed the Protocol for Language Arts Teaching Observation (PLATO). This observation tool was aligned to best practice research, intended to be agnostic with regard to curriculum approach, and addressed all components of ELA instruction. The tool was founded on four underlying constructs,

instructional scaffolding, disciplinary and cognitive demands of activities and classroom discourse, teachers' representation and use of content, and teachers' management of time and behavior. Nine of the 10 elements from the PLATO tool were used as the foundation for the measurement tool designed to collect information specific to teacher use of effective literacy instructional practices. The nine elements included: (1) purpose; (2) intellectual challenge defined as "rigor;" (3) prior knowledge; (4) representations of content defined as "relevant;" (5) modeling; (6) explicit strategy instruction; (7) guided practice; (8) feedback; and (9) classroom discourse. The element of ELL accommodation was eliminated, since it looked at only one specific student demographic group, and the needs assessment was designed to collect information from teachers that was inclusive of their instructional practices for all students.

Davis et al. (2012) used a teacher survey and observation tool to study adolescent literacy practices within high school classrooms. Both the teacher survey tool and the observation tool were used to inform the definition of effective literacy instructional practices and the construction of the teacher survey tool used within this study. The elements of student choice and small group instruction within the needs assessment were informed by the language used by Davis et al. (2012). The descriptors for the Likert Scale rating were also the same as those used in the research study conducted by Davis et al. (2012), and these descriptors included: (a) never or almost never; (b) once or twice per month; (c) once or twice per week; (d) several times per week; and (e) every day.

Fisher and Frey (2008a, 2008b) identify the instructional practices that will support the successful integration of a gradual release of responsibility framework, which is founded on Vygotsky's (1979) Zone of Proximal Development. The components

identified within their work include establishing learning objectives, teacher modeling, collaborative work, and guided instruction or small group instruction. The work of Fisher and Frey (2008a, 2008b) also supported the definition provided for small group instruction within the needs assessment measure. The additional element of differentiated instruction was included to gather data specific to the teachers' use of instructional practices that support individual student needs.

Using the work of the authors outlined within this section as well as the synthesis of the literature relevant to effective adolescent literacy practices outlined in Chapter 1, the definition of effective literacy instructional practices was operationalized (Table 2.2), and the teacher survey tool was developed to measure the frequency of these practices (Appendix B). While the adolescent literacy practices of student choice, classroom discourse, and small group instruction were identified as literacy practices that support meeting the needs of a diverse student population within high school English classrooms, the survey tool examined teacher use specific to a more inclusive list of effective literacy practices. A greater scope of effective literacy practices was included in the survey tool to gain a deeper understanding of the literacy practices currently taking place within the classrooms as well as to ensure that there were not literacy practices that were being overlooked within the research study.

Table 2.2

Effective Literacy Instructional Practices

Purpose: Make explicit the goals or purpose of the lesson.
Rigor: Provide tasks that require analysis, inference, and/or synthesis of ideas
Prior Knowledge: Connect the new learning to previous lessons or other academic/school-based knowledge
Relevant: Connect the learning to student's lives outside of the classroom

Modeling: Provide explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work
Explicit Strategy Instruction: Provide explicit instruction on and explanation of literacy strategies that can be used flexibly and independently by students
Guided Practice: Provide structured opportunities for students to practice strategies or skills targeted in the lesson.
Small Group Instruction: Provide explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.
Feedback: Provide quality feedback to students based upon student application of skills, concepts, and strategies.
Classroom Discourse: Provide opportunity for quality student conversations with teacher and among peers.
Differentiated Instruction: Provide a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment)
Student Choice: Provide opportunities for student choice of reading material and assignments.

A Likert scale was used to measure the frequency of use of effective literacy practices. The Likert scale used for this study was based on the Likert scale used in the PLATO (2013), as well as the Likert scale used in the research of Davis et al. (2012). The teacher survey tool within this study used a Likert scale range from 1–5, with 1 indicating "Never or almost Never" and 5 indicating "Every day."

Teacher self-efficacy. For this study, the concept of teacher self-efficacy was grounded in the theoretical framework of Bandura's (1986, 1993) social cognitive theory. The social cognitive theory asserts that human behaviors are influenced not only by their cognition but also by their environment and their interactions with the environment (Bandura, 1986, 1993). Bandura (1997) defined self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 391). Within the educational setting, Skaalvik and Skaalvik (2007) conceptualize teacher self-efficacy as "individual teacher beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational

goals" (p. 612). For this study, the concept of teacher self-efficacy was conceptualized using Skaalvik and Skaalvik's (2007) definition. Skaalvik and Skaalvik (2007, 2010) examined the multidimensional construct of teacher self-efficacy in two research studies, the first study with 244 Norwegian elementary and middle schools and the second study with 2249 Norwegian elementary and middle school teachers. While their research took place in a different location with teachers at the elementary and middle level rather than the high school level, the instructional initiatives that teachers were experiencing were like the problem being examined within the context of this research study. At the time of the study, Skaalvik and Skaalvik (2007, 2010) describe a national educational focus within Norway on teacher need to differentiate instruction to meet individual student needs and to integrate students with disabilities into a general education classroom setting. These teacher challenges are similar to the problem of practice defined within this research study and upon which the needs assessment will collect data.

Within their study, Skaalvik and Skaalvik (2007) describe the limitations of the previously developed teacher self-efficacy scales as failing to address (a) the multidimensional construct of teacher self-efficacy; (b) the daily work of the teachers within their context; (c) and Bandura's (1997) three recommendations for item construction when measuring self-efficacy. To address both these limitations and the problem within the context of their research study setting, Skaalvik and Skaalvik (2007, 2010) developed a tool to measure teacher self-efficacy entitled the Norwegian Teacher Self-Efficacy Scale (NTSES). The NTSES (2007) was designed to determine teacher perceptions and beliefs regarding their ability specifically related to six dimensions or constructs including: (1) instruction; (2) adapting education to individual students' needs;

(3) motivating students; (4) keeping discipline; (5) cooperating with colleagues and parents; (6) and coping with changes and challenges. The NTSES (2007) consists of 24 items, with four items measuring each of the six dimensions or constructs. The NTSES (2007) is included in Appendix A. A Likert scale was used to score each statement and includes the ratings (1) not certain at all; (3) quite uncertain; (5) quite certain; and (7) absolutely certain. The mean Likert score for each statement, as well as the total mean Likert score for all four statements within each dimension or construct was calculated, and then a factor analysis was performed, which demonstrated strong support for six separate but correlated dimensions of teacher self-efficacy (Skaalivk & Skaalvik, 2007, p. 620). The data analyzed from the NTSES (2007) also showed support for a strong second-order self-efficacy factor underlying the six dimensions or constructs. Sample items to measure teacher self-efficacy specific to the sub-dimension or construct of instruction on the NTSES (2007; 2010) include:

- Explain central themes in your subject so even the low-achieving students understand
- Provide good guidance and instruction to all students regardless of their ability
- Answer students' questions so that they understand difficult concepts and ideas
- Explain the subject matter so that most students understand the basic principles

For this study, three of the dimensions or constructs were eliminated, as they were not relevant to the research questions upon which data was being collected. The teacher self-efficacy survey component consisted of three dimensions or constructs from the NTSES including: (1) instruction; (2) adapting education to individual students' needs; and (3) motivating students and is located in Appendix B.

Teacher mindset. The construct of teacher mindset is grounded in the theoretical construct of the implicit theories of intelligence, specifically the entity theory and the incremental theory (Dweck & Leggett, 1988; Dweck, 1999). A data collection tool was developed to assess teacher mindset as fixed mindset or growth mindset. The data collection tool for this study was based on a tool used within the Mindset Maker Online Professional Development modules (Dweck & Blackwell, 2002). The survey statements and Likert scale were consistent with the data collection tools used within this program. Eight statements were included in the measurement tool with four statements aligning with a growth mindset or incremental theory of intelligence and four statements aligning with a fixed mindset or entity theory of intelligence. The four statements aligning with a growth mindset included:

- No matter how much intelligence you have, you can always change it a good deal.
- I like my work best when it makes me think hard.
- I like work that I will learn from even if I make a lot of mistakes.
- When something is hard, it just makes me want to work more on it, not less.

The four statements aligning with a fixed mindset included:

- You can learn new things, but you cannot really change your basic level of intelligence.
- I like my work best when I can do it without too much trouble.
- I like my work best when I can do it perfectly without any mistakes.
- To tell the truth, when I work hard, it makes me feel as though I am not smart.

The Likert Scale included the ratings (a) disagree a lot; (b) disagree; (c) disagree a little; (d) agree a little; (e) agree; (f) agree a lot. The entity theory of intelligence, or fixed

mindset, survey items were reverse scored, and a mean theory of intelligence score was calculated for each of the eight statements.

Data collection methods. Within the needs assessment, demographic data was used that had previously been collected to complete an annual demographic data report to the Pennsylvania Department of Education (PDE). Quantitative methodology was used through a teacher survey tool (Appendix B). The survey consisted of demographic questions and then four components to assess use of effective literacy instructional practices, teacher self-efficacy, teacher mindset, and sources of professional development regarding literacy instructional practices. The survey was administered using the online survey tool, Survey Monkey, and teachers completed the survey anonymously. Teachers were invited to participate, and time was designated for the teachers to complete the survey during a professional development day.

Data Analysis Procedures

Descriptive statistics were used to analyze the demographic data gathered from the district reports provided to the Pennsylvania Department of Education by calculating the percent of each demographic subgroup relative to the total student population. The special education data used in the needs assessment was compiled from the district's corrective action plan for special education as mandated by the Pennsylvania Department of Education. This special education data was analyzed using descriptive statistics as a percent of students meeting specific special education service times relative to the total special education student population. Descriptive statistics were also used to examine the range of responses, the mean response, and the standard deviation for the responses to each survey item, literacy practices and teacher self-efficacy. Teacher use of literacy

practices and teacher self-efficacy and teacher use of literacy practices and teacher mindset were correlated. The Cronbach's Alpha was also calculated to determine the reliability of the survey tool used to conduct the needs assessment specific to teacher use of effective literacy practices, teacher self-efficacy, and teacher mindset. To gather information specific to the methods for which teachers professionally develop themselves, descriptive statistics were used to determine the percent to which teachers used specific professional development methods to learn new information specific to education.

Initial Summary of Results

This section provides a summary of the key findings within the needs assessment as it relates to the problem of practice. The data collected and analyzed can be used to describe the extent of the problem that exists within the context of the research study. The research questions serve to organize the presentation of the data collection and the discussion of the data analysis.

RQ1: What evidence is there of an increased student diversity in the general education classrooms at SHS?

Demographic student diversity. Demographic data for the student population from SHS was gathered from the district data management system (SSD, 2017). The demographic categories identified by the U.S. Department of Education were used to represent the diverse student population from fall 2009 through fall 2016. Over the seven years of data collection, the total student population increased from 1,227 students to 1,280 students with fluctuation within this range each school year. The percentage of White students steadily declined over the seven-year period while the percentage of

Asian students and Hispanic students steadily increased. The percentage of ESL students as well as students who were eligible for free and reduced lunch within SHS also steadily increased over the seven-year period. The percent of the SHS student population who were identified as special education fluctuated during the seven-year period and increased slightly from fall 2009 to fall 2016. Table 1.3 displays the percentage of the total student population in each demographic subgroup as well as the total student population.

Table 2.3

Demographic Data for Samoset High School 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
White	87.37	86.00	85.76	84.04	80.90	79.43	78.45	74.53
Asian	7.49	6.93	6.80	7.61	9.91	11.23	11.86	13.75
Black	2.03	3.06	3.28	3.64	3.63	3.44	2.34	2.11
Hispanic	2.70	3.46	3.28	3.72	4.51	4.75	5.89	8.20
American Indian/Alaskan	0.00	0.00	0.08	0.00	0.00	0.08	0.00	0.00
Pacific Islander	N/A	0.00	0.00	0.00	0.00	0.16	0.24	0.08
Multiracial	0.41	0.56	0.80	0.97	1.05	0.90	1.21	1.41
ESL	2.20	2.82	3.68	4.13	5.00	5.41	5.89	7.03
Free and Reduced Lunch	4.40	6.04	8.08	10.53	14.34	12.95	14.04	14.53
Special Education	16.05	15.47	15.52	15.95	16.68	18.36	17.83	17.42
Total Student Population	1227	1241	1250	1235	1241	1220	1239	1280

Special education students included in regular education classrooms. During the 2013–2014 school year, PDE conducted a special education audit within the SSD as a part of a state cyclical monitoring process. One area of focus within the state audit is the least restrictive environment that assesses whether children with disabilities are educated with children who are nondisabled to the maximum extent (LRE requirements). Within

the final report, PDE documented that SSD was consistently below the state expectations specific to special education students who were included in the general education classroom 80% or more of their total instructional time. Table 2.3 shows the percentage of special education students included in the general education setting 80% or more of their instructional time from the 2009–2010 school year to the 2015–2016 school year.

Table 2.4

Comparison of Special Education Students included 80% or more

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
SSD special education students included 80% or more	43.1%	44.9%	52.8%	51.1%	51.3%	57.4%	58.3%
PA special education students included 80% or more	57.7%	61.0%	62.4%	62.1%	62.4%	62.0%	61.8%

In response to the 2013–2014 special education audit conducted by PDE, SSD was required to complete a corrective action plan to address the inability to meet the state target specific to the percentage of special education students serviced inside the general education classroom 80% or more of their instructional day. The goal stated within the SSD special education corrective action plan is "The LEA will develop an improvement plan to address meeting the SPP target for students with disabilities served inside the general education classroom 80% of more of the day and those served in other locations"

(SSD, 2014). Within the corrective action plan, the district outlines the work that will be conducted to support increasing the number of students with disabilities who are serviced within the general education classroom over a three-year period. At the conclusion of the 2014–2015 school year and the first year of implementation for the corrective action plan, the percentage of special education students served inside the general education classroom 80% or more of their instructional day had increased from 51.3% in 2013–2014 to 57.4% in 2014–2015. This percentage increased again slightly in 2015–2016 to 58.3%. As the percentage of special education students serviced for 80% or more of their instructional day within the general education classroom increases, the general education teacher's responsibility for the learning of those special education students increases.

RQ2: What literacy practices are high school English teachers within SSD currently using and how often?

The results in Table 2.5 demonstrate teachers are providing students with a high level of rigor within their instruction as defined by providing tasks that require analysis, inference, and/or synthesis of ideas with a mean score of 4.80 with a standard deviation of 0.422. While the literacy practices of prior knowledge, guided practice, feedback, classroom discourse, and differentiated instruction had mean scores of 4.10, 4.10, 4.20, 4.50, and 4.10, respectively, there was a standard deviation of 0.738 and higher, indicating a greater level of variance in participant responses. Small group instruction with a mean score of 2.80 and student choice with a mean score of 1.90 were the effective literacy practices with the lowest relative use. The range of teacher response was the greatest for explicit strategy instruction and small group instruction with a minimum of 1, never or almost never use, and a maximum of 5, use several times a week.

Table 2.5

Literacy Practices Used and How Often

Quality Literacy Practice	N	Minimum	Maximum	Mean	Std. Deviation
LP 1: Purpose	10	2	5	3.90	1.101
LP2: Rigor	10	4	5	4.80	0.422
LP3: Prior Knowledge	10	3	5	4.10	0.994
LP4: Relevant	10	2	5	3.80	1.033
LP5: Modeling	10	2	5	3.60	1.075
LP6: Explicit Strategy Instruction	10	1	5	3.20	1.476
LP7: Guided Practice	10	3	5	4.10	0.738
LP8: Small Group Instruction	10	1	5	2.80	1.229
LP9: Feedback	10	3	5	4.20	0.919
LP10: Classroom Discourse	10	3	5	4.50	0.850
LP11: Differentiated Instruction	10	2	5	4.10	1.101
LP12: Student Choice	10	1	3	1.90	0.568

RQ3: What is the correlation between teacher self-efficacy and teacher use of literacy instructional practices?

To examine the correlation between teacher self-efficacy and teacher use of effective literacy instructional practices, the findings specific to the levels of teacher self-efficacy for effective literacy practices must first be explored. The highest levels of

teacher self-efficacy were specific to explaining central themes, mean of 6.60 with a standard deviation of 1.265, and explaining the subject matter so that most students understand, mean of 6.80 with a standard deviation of 0.632. Levels of teacher self-efficacy for providing good guidance and instruction to all students, answering students' questions, and organizing schoolwork to adapt instruction and assignments were also relatively high with mean scores of 6.00 or 6.20. The lowest levels of teacher self-efficacy were found for waking the desire to learn even among the least motivated

Table 2.6

Levels of Teacher Self-efficacy for Effective Literacy Practices

	N	Minimum	Maximum	Mean	SD
SE1: Explain central themes in your subject so even the low-achieving students understand.	10	3	7	6.60	1.265
SE2: Provide good guidance and instruction to all students regardless of their ability.	10	3	7	6.20	1.398
SE3: Answer students' questions so that they understand difficult concepts and ideas.	10	5	7	6.20	1.033
SE4: Explain the subject matter so that most students understand the basic principles.	10	5	7	6.80	0.632
SE5: Organize schoolwork to adapt instruction and assignments to individual need.	10	3	7	6.00	1.414
SE6: Provide realistic challenge for all students even in mixed ability classrooms.	10	3	7	5.00	1.333
SE7: Adapt instruction to the needs of low-ability students while you also attend to the needs of the other students in the class.	10	3	7	4.80	1.751
SE8: Organize classroom work so that both low-ability and high-ability students work with tasks that are adapted to their abilities.	10	3	7	4.80	1.751

SE9: Get all students in class to work hard with their schoolwork.	710	3	7	5.40	1.265
SE10: Wake the desire to learn even among the least motivated students.	10	1	7	4.60	2.066
SE11: Get the students to do best even when working with difficult tasks.	10	3	7	5.40	1.265
SE12: Motivate students who show low interest in schoolwork.	10	3	7	5.20	1.476

students with a mean score of 4.60, adapting instruction to the needs of low-ability students with a mean score of 4.80, and organize classroom work so that both low-ability and high-ability students work with tasks with a mean score of 4.80.

Of the surveyed teacher self-efficacy results, the self-efficacy statements that link most closely with the teachers' ability to differentiate instruction include SE1, SE2, SE5, SE6, SE7, and SE8. These teacher self-efficacy statements were selected because they address meeting the needs of diverse learners, or learners of differing academic ability, within the classroom. A reliability analysis was conducted to determine whether these specific literacy practices could be closely related as a set of items. Table 2.7 displays the Cronbach's Alpha of 0.855 and Table 2.8 includes the item-total statistics associated with this calculation.

Table 2.7

Reliability Statistics for Teacher Self-Efficacy Associated with Differentiated Instruction

Cronbach's Alpha	N of Items
.855	12

Table 2.8

Item-Total Statistic for Teacher Self-Efficacy Associated with Differentiated Instruction

	Scale mean if deleted	Scale variance if item deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item deleted
SE1: Explain central themes in your subject so even the low-achieving students understand.	26.80	38.622	.667	.866
SE2: Provide good guidance and instruction to all students regardless of their ability.	27.20	37.733	.642	.869
SE5: Organize schoolwork to adapt instruction and assignments to individual need.	27.40	37.156	.670	.864
SE6: Provide realistic challenge for all students even in mixed ability classrooms.	28.40	35.600	.838	.840
SE7: Adapt instruction to the needs of low-ability students while you also attend to the needs of the other students in the class.	28.60	34.489	.640	.873
SE8: Organize classroom work so that both low-ability and high-ability students work with tasks that are adapted to their abilities.	28.60	32.711	.745	.853

Table 2.9 contains the descriptive statistics used to examine the correlation between teacher self-efficacy and literacy instructional practices. The correlation was examined for literacy instructional practices and total teacher self-efficacy statements as well as literacy instructional practices and the teacher self-efficacy statements specific to differentiating instruction. The total teacher self-efficacy statement value was calculated by determining the mean of the participant responses to all 12 teacher self-efficacy statements. The total differentiated instruction teacher self-efficacy value was calculated by finding the mean of the values for SE1, SE2, SE5, SE6, SE7, and SE8. Table 2.10 displays the correlations for the data collected. The Pearson correlation for all literacy

instructional practices and total teacher self-efficacy statements was 0.889, indicating a significant correlation at the 0.01 level. For the teacher self-efficacy statements specific to differentiated instruction and literacy instructional practices, the Pearson correlation was 0.869, also indicating a significant correlation at the 0.01 level.

Table 2.9

Descriptive Statistics Literacy Practices and Teacher Self-Efficacy

	N	Minimum	Maximum	Mean	Std. Deviation
Total Literacy Practices	10	36.00	56.00	45.0000	7.39369
Total Teacher Self-efficacy	10	42.00	84.00	67.0000	12.40967
DI Teacher Self-efficacy	10	18.00	42.00	33.4000	7.12117

Table 2.10

Correlations of Literacy Practices and Teacher Self-Efficacy

		Total Literacy Practices (N = 10)	Total Teacher Self-efficacy (N = 10)	DI Teacher Self-efficacy (N = 10)
Total Literacy Practices	Pearson Correlation	1	.889***	.869***
Total Teacher Self-efficacy	Pearson Correlation	.889***	1	.958***
DI Teacher Self-efficacy	Pearson Correlation	.869***	.958***	1

Note. *** indicates statistical significance using 2-tailed test

RQ4: What is the correlation between teacher mindset and teacher use of literacy instructional practices?

Prior to examining whether there is a correlation between teacher mindset and teacher use of quality literacy instructional practices, the findings specific to the levels of

teacher mindset must first be examined. The statements for teacher mindset are linked with TM1, TM3, TM5, and TM7 collecting data specific to the degree of teachers' alignment with the incremental theory of intelligence and statements TM2, TM4, TM6, and TM8 linked to the entity theory of intelligence. The entity theory items were reverse scored, and a mean theory of intelligence score was calculated for the eight items, with the low end (1) representing a pure entity theory of intelligence, and the high end (6) agreement with an incremental theory of intelligence. Table 2.11 displays the descriptive statistics for the eight survey items. Statements TM1 and TM2 examined innate intelligence, and the means for these statements were very similar, indicating a stronger affinity toward the incremental theory of intelligence. For statements TM7 and TM8, both means suggest more of an incremental theory of intelligence specific to the desire to persevere or work hard when a task becomes hard or difficult rather than believe working hard reflects that the individual is not smart. The means for TM3 and TM5 were higher than those for TM4 and TM6, respectfully, indicating a stronger affinity toward the implicit theories of intelligence specific to liking work best when it makes the participants think hard and liking work that the participants will learn from.

To determine whether there was a correlation between teacher mindset and teacher use of effective literacy practices or teacher mindset and teacher self-efficacy, the Pearson correlation coefficients were calculated, and the results are displayed in Table 2.12. The calculations suggest that there is no significant correlation between either teacher incremental theory of intelligence or growth mindset and teacher use of literacy practices nor teacher incremental theory of intelligence and teacher self-efficacy specific to differentiated literacy instructional practices.

Table 2.11

Teacher Mindset Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TM1: No matter how much intelligence you have, you can always change it a good deal.	9	2	6	4.56	1.014
TM 2: You can learn new things, but you cannot really change your basic level of intelligence.	9	1	6	4.44	2.351
TM3: I like my work best when it makes me think hard.	10	4	6	5.10	0.876
TM4: I like my work best when I can do it without too much trouble.	10	1	6	3.30	1.767
TM5: I like work that I will learn from even if I make a lot of mistakes.	10	4	6	4.90	0.738
TM6: I like my work best when I can do it perfectly without any mistakes.	10	1	5	2.80	1.398
TM7: When something is hard, it just makes me want to work more on it, not less.	10	2	6	4.70	1.160
TM8: To tell the truth, when I work hard, it makes me feel as though I am not smart.	10	2	6	4.60	1.350

Table 2.12

Correlations of Teacher Mindset, Literacy Practices, and Self-Efficacy

		Teacher Mindset (N=9)
Total Literacy Practices	Pearson Correlation	.195
Total Teacher Self-Efficacy	Pearson Correlation	.351
DI Teacher Self-Efficacy	Pearson Correlation	.234

RQ5: What sources do high school English teachers use to learn about literacy instructional practices?

Data was collected specific to the sources teachers currently use to grow themselves professionally, and it is displayed in Table 2.13. This data will provide information about the teachers' current professional learning methods and may be able to inform the intervention decision that has the potential to best meet the needs of the target population. With regard to the data collected specific to the sources teachers currently use to provide themselves with information regarding literacy instructional strategies, the more frequently selected sources included colleagues, education websites, and post-secondary education. The data does indicate that only 40% of the participants indicated that they received information from professional development provided within SSD, and 40% of participants indicated that they received information from building administration.

Table 2.13

Professional Development used to Learn about Literacy Instructional Practices

	N	Number of participants selected this option	% participants who use this method
School district curriculum	10	7	70%
Building administration	10	4	40%
Professional development provided by SSD	10	4	40%
Professional development outside of SSD	10	6	60%
Colleagues	10	9	90%
Post-secondary education	10	8	80%

Academic journals	10	6	60%
Education Magazines	10	3	30%
Education Websites	10	8	80%
Education Blogs	10	5	50%
Books	10	6	60%
No sources have been provided	10	0	0

Summary

The demographic data supports that the student population within SHS is increasing in academic diversity specific to cultural differences, ELL needs, and an increasing population of students receiving free and reduced lunch. The data collected from the needs assessment suggests that the participants are not consistently using all of the effective literacy practices, as defined by this study, on a consistent basis within their classrooms. Teachers have self-reported specific literacy practices they are using less than once or twice a week, including small group instruction and providing opportunities for student choice. Small group instruction and providing opportunities for student choice of texts were two literacy practices identified within the literature review in Chapter 1 as meeting the needs of a diverse student population within high school English classrooms. Within Chapter 1, classroom discourse was also identified as a literacy practice that, when implemented, will meet the needs of a diverse student population; however, the needs assessment demonstrated that the teacher participants are implementing this practice within their classrooms more than twice a week.

The needs assessment also found that teacher self-efficacy was low for instructional practices that are specific to differentiating instruction or meeting the needs of a diverse student population, including waking the desire to learn even among the least motivated students, adapting instruction to the needs of low-ability students, and organizing classroom work so that both low-ability and high-ability students work with tasks. In addition to the needs assessment identifying that teacher self-efficacy for practices specific to differentiation was low, the results also suggest that teacher self-efficacy is correlated with teacher use of effective literacy instructional practices that meet the needs of a diverse student population, which is consistent with the research stating that teacher self-efficacy is a factor in teacher use of effective literacy practices.

The needs assessment also examined the teacher mindset of the study participants. While the results suggest that the study participants have more of a growth mindset or incremental theory of intelligence specific to their work as teachers, the needs assessment did not find a significant correlation between teacher mindset and teacher use of literacy practices within the context of the research study. Therefore, teacher mindset will not be a factor further pursued when researching potential interventions to address teacher use of literacy practices that meet the needs of a diverse population.

The final research question on which data was collected focused on the methods by which the study participants engaged in professional learning. Based on the data collected and analyzed, the study participants learn most frequently from their colleagues and from education websites and through postsecondary education. When examining potential interventions, consideration should be given to an intervention that engages

study participants in collaborative work with their colleagues or includes colleagues learning from other colleagues.

CHAPTER 3

Literacy Coaching to Support Teacher Use of Literacy Practices to Meet the Needs of a Diverse Population

Many researchers consider increasing teacher use of literacy instructional practices that meet the needs of a diverse adolescent student population within high school English classrooms to be a significant educational reform (Alvermann, 2002; Biancarosa & Snow, 2004; Grossman et al., 2013). There are multiple factors with the potential to impact teachers' willingness to implement or change instructional practices within their classroom, including external factors as well as factors specific to the individual teacher (Emo, 2015; Guskey, 1988; Lam, Cheng, & Choy, 2010; Raudenbush et al., 1992; Ross & Bruce, 2007; Woolfolk Hoy & Davis, 2005). This research study will focus specifically on the impact of teacher self-efficacy on the use of literacy instructional practices that meet the needs of a diverse high school student population. Teacher knowledge will also be discussed within this chapter, as it is a construct that has been shown to directly impact teacher self-efficacy (Clarke & Hollingsworth, 2002; Raudenbush et al., 1992; Ross & Bruce, 2007; Wyatt, 2016).

Chapter 2 outlines the results from the needs assessment that was conducted to examine the extent to which teachers within the target population (a) were using literacy instructional practices that support a diverse population of students; (b) were self-efficacious specific to literacy practices that meet the needs of diverse learners; and (c) had a growth or fixed mindset. The needs assessment also examined the correlation between teacher self-efficacy and teacher use of literacy practices, as well as the correlation of teacher mindset and teacher use of literacy practices. As referenced in

Chapter 2, the data collected through the needs assessment suggests that teacher use of specific literacy practices that support differentiating instruction to meet the needs of a diverse student population was low. The specific literacy practices identified as low within the needs assessment include student choice and small group instruction. The needs assessment also found low teacher self-efficacy for literacy practices that support meeting the needs of a diverse student population. The data indicated a correlation between teacher self-efficacy and teacher use of effective literacy practices within the context of the research study.

The following chapter will detail (a) the considerations that need to be made when evaluating potential intervention models to increase teacher self-efficacy; (b) professional development as an intervention; and (c) the literacy coaching model of professional development to address the identified problem.

Social Cognitive Theory and Interventions to Address Teacher Self-Efficacy

Within the context of this research study, teacher self-efficacy has been identified as a factor impacting teacher use of literacy practices that meet the needs of a diverse student population. When considering interventions that have the potential to increase teacher self-efficacy, the theoretical framework that grounds the concept of teacher self-efficacy can provide the researcher with components that will be integral to the design of a successful intervention. As discussed in Chapter 1, the concept of self-efficacy is grounded in the theoretical framework of the social cognitive theory. The social cognitive theory asserts that human behaviors are influenced not only by their cognition but also by their environment and their interactions with the environment (Bandura, 1986). Teacher self-efficacy plays a mediating role in the processes outlined within the

social cognitive theoretical framework. When examining teacher self-efficacy through this theoretical lens, teacher self-efficacy increases when teachers participate in experiences where they "perceived themselves as professionally masterful, observed teachers like themselves being successful, persuaded each other they could teach the new curriculum, and engaged in stress-reduction practices" (Ross & Bruce, 2007, p. 52). As intervention models are considered to address low teacher self-efficacy, the models will need to be evaluated using these characteristics to ensure the intervention has the potential to address teacher self-efficacy positively.

Professional Development as an Intervention

When considering an appropriate intervention, the design of the intervention must address the low teacher self-efficacy specific to literacy instructional practices that support teachers' ability to meet the needs of a diverse student population (Ross & Bruce, 2007; Skaalvik & Skaalvik, 2007, 2010; Tschannen-Moran & Woolfolk Hoy, 2007). To address the need for increased teacher self-efficacy specific to the implementation of differentiated literacy practices, a professional development model of intervention has been selected. Professional development, or teacher learning, has been identified as a critical element in the improvement of schools (National Commission on Teaching and America's Future, 1997; Thompson & Zeuli, 1999). Professional development also plays a key role in teacher self-efficacy specific to classroom or instructional practices, the effectiveness of the implementation of new instructional practices, and the improvement of student learning and achievement (Desimone, 2009; Guo, Connor, Yang, Roehrig, & Morrison, 2012; Ross & Bruce, 2007; Woolfolk Hoy & Davis, 2005).

Within the context of this research study, the intended outcome of the implementation of a professional development model will be an increase in the self-efficacy of the target population specific to the use of the identified differentiated literacy instructional practices, student choice of texts and small group instruction (Raudenbush et al., 1992; Ross & Bruce, 2007). Teacher knowledge has been found to have an effect or play a role in teacher self-efficacy, as Raudenbush et al. (1992) describes teacher self-efficacy beliefs as mediating between knowledge and action. Muijis and Reynolds (2002) also found teacher knowledge to have an impact on teacher behaviors and an indirect impact on student achievement. To increase teacher self-efficacy specific to literacy practices that support meeting the needs of a diverse student population, the professional development model of intervention must also address teacher knowledge. While teacher knowledge was not a factor examined within the needs assessment, it will be an intermediate outcome and a factor addressed within the research questions and measured to assess the impact of the intervention on teacher knowledge.

When considering professional development models that have the potential to impact teacher knowledge and teacher self-efficacy for student choice and small group instruction, it is important to outline and consider the features that are critical for professional development to be considered high quality and effective in changing teacher instructional practices. Garet, Porter, Desimone, Birman, and Suk Yoon (2001) categorized the characteristics of high quality professional development into two sets of features: structural features and core features.

Structural features of high quality professional development. When examining and evaluating professional development models, structural differences exist

between the models, which can affect the impact of the professional development on teacher change. As determined by Garet et al. (2001), the structural features considered in the determination of high quality professional development are the form or type of activity, the duration of the activity, and the degree to which collective participation is emphasized. When considering the type of professional development, "reform" or "novel" professional development has been found to be more effective than traditional professional development in supporting teacher change. "Reform" or "novel" professional development is defined as embedded within a teacher's practice and occurring during classroom instruction or regularly scheduled planning time (Borko, 2004; Desimone, 2009; Garet et al., 2001; Hill, 2007; Ross & Bruce, 2007).

The duration of the professional development has an impact on the effectiveness and can be defined as the total number of contact hours and the span of time over which the professional development takes place (Garet et al., 2001). While there is no specific determination for a length of time needed for a professional development to be effective, Desimone (2009) suggests that research supports professional development activities that last at least a semester in duration and include 20 or more hours of contact time.

The third structural feature of high quality professional development is collective participation, which is defined as the amount of collaboration among groups of teachers from the same school, department, or grade level. Garet at al. (2001) found that when teachers work together, they are more likely to share ideas, synthesize their thinking, develop new approaches to instruction, and inform others within their department or building. Through the creation of a community of learners, "the learning partnership creates an identity around a common agenda or area for learning" (Vrieling, van den

Beemt, & de Laat, 2016, p. 274). Penuel et al. (2007) found in their research on science education that teachers self-reported more change in their instructional practices when they were engaged in professional development that incorporated a high degree of collective participation.

Core features of high quality professional development. Garet et al. (2001) describes three core features of high quality professional development including the degree to which the professional development is content focused, the extent to which the professional development offers active learning opportunities, and the degree to which the professional development is coherent with prior professional development and the goals and vision of the school and district. These core features also play a critical role in the effectiveness or quality of the professional development being implemented. Garet et al. (2001) defines the content of the professional development as what teachers learn within the professional development. The focus of the professional development should be on the subject matter content as well as the effective instructional practices to ensure students learn the content or subject matter (Garet et al., 2001). Penuel et al. (2007) found that knowledge of pedagogy had a significant impact on teacher knowledge and teacher change. Hill (2007) suggests that a focus on subject-matter-specific instruction and student learning has a positive impact on student achievement.

A second core feature of high quality professional development is active learning. Desimone (2009) and Garet at al. (2001) describe active learning as professional development that includes observing and being observed; planning for classroom implementation; reviewing student work; and presenting, leading, and writing. Desimone, Porter, Garet, Yoon, and Birman (2002) found that professional development

activities that involve active learning have a greater effect on teacher instructional practices than didactic lectures. Active learning often involves multiple professional development sessions over a longer duration and utilizes a structure to allow for teachers to actively engage in their learning process (Sun, Penuel, Frank, Gallagher, & Youngs, 2013).

Coherence is the third core feature of high quality professional development. Garet et al. (2001) defines coherence as the degree to which the professional development activity promotes coherence to teachers' knowledge and beliefs and prior professional development. The coherence of the professional development can also include the alignment of the training with the goals and vision of the school and district as well as state and federal reforms and policies (Garet et al., 2001). The findings of Penuel et al. (2007) suggest the degree of coherence has a significant positive impact on teacher knowledge and change.

Transformative learning to support high-quality professional development. As the potential professional development models are examined and evaluated, the ability of the potential intervention to meet the needs of the adult learner participants must be an integral component of the delivery model. The professional development interventions should include ongoing opportunities for critical discourse that prompt self-reflection on the adult participants' habits of mind and points of view (Mezirow, 1997). Within the interventions, participants should be exposed to new ideas or research-based best practice within the field, which could challenge his or her current practices and prompt critical reflection or questioning. Opportunities should be available for critical dialogue between participants, as this critical dialogue is needed to ensure that teachers are "reflective of

one's own assumptions" (Mezirow, 1997, p. 9) and that adult practices undergo transformation. It is the critical self-reflection of assumptions (CSRA) that will support the change in teacher knowledge, practices, and behavior (Mezirow, 1998).

Literacy Coaching as the Professional Development Model of Intervention

When considering a professional development model to address the need to increase teacher knowledge and teacher self-efficacy respective to differentiated literacy practices, the model (a) will need to align with the social cognitive theoretical framework; (b) have demonstrated the ability to have a positive impact on teacher knowledge and teacher self-efficacy; (c) include key features of high quality professional development; and (d) embed opportunities for transformative learning of the teacher participants. Literacy coaching is a professional development model of intervention that has been proven to have a positive, significant impact on teacher knowledge and teacher self-efficacy and that addresses the needs identified above.

The professional development model of literacy coaching has been identified as a means for individual teacher reform and systemic reform (Mangin & Dunsmore, 2015). Literacy coaching is founded on the tenets of high quality professional development, including sustainability over time, aligned with teacher, school, and district goals, embedded within the context of the teacher's classroom, collective participation, and active learning (McCollum, Hemmeter, & Hsieh, 2013). Literacy coaching involves a collaborative partnership between an expert and a practitioner working toward the development of knowledge and skills specific to instructional practices (Neuman & Cunningham, 2009). Within a literacy coaching partnership, the coach can provide a teacher with support and ongoing feedback focused on how they can improve their

instructional practices. McCollum et al. (2013) found that when teachers receive support and ongoing feedback about their instruction, they are more likely to think positively about their ability to effectively implement new literacy instructional practices.

While there are many models of coaching, most coaching professional development models are focused on an individualized feedback process in which the coach works with the teacher in a one-on-one or small group setting (Kraft and Blazar, 2016). For the purpose of this research study, coaching will include the following models of coaching as suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009):

- Modeling of a lesson or lesson component
- Co-planning a lesson or series of lessons
- Co-teaching a lesson or series of lessons
- Observing the teacher and providing feedback

Literacy coaching and teacher self-efficacy. Literacy coaching is grounded in the research conducted by Bandura (1997) on teacher self-efficacy. Bandura (1997) describes four sources of teacher self-efficacy, including verbal persuasion, vicarious experiences, mastery experiences, and the level of emotional experiences as they anticipate and implement teaching practices. When participating in the coaching professional development model, teachers have the opportunity to engage in all four sources of teacher self-efficacy, including (a) verbal persuasion through individual discourse and reflection; (b) mastery experiences through practice and feedback; (c) vicarious experiences through modeling by the coach with the teacher's students; and (d) the emotional dialogue specific to reflective professional learning (Tschannen-Moran &

McMaster, 2009; Hunt, 2016). Cantrell and Hughes (2008) found that coaching provides support to teachers as they increase their mastery experiences, which Bandura (1997) stressed are the most influential sources contributing to an increase in self-efficacy. The literacy coach contributes to the mastery experiences of the teacher through their ongoing dialogue and conversation specific to the instructional goals for the work, their collaborative lesson planning, and the reflective inquiry and discussion that follows an observed lesson. The literacy coach can also support or influence the vicarious experiences of the teacher by modeling a lesson or instructional practice for the teacher within his or her own classroom or supporting in peer observations between teachers. Hunt (2016) suggests that literacy coaches can provide support through verbal encouragement and feedback as well as emotional guidance to reduce teachers' negative feelings about their teaching practice or their work environment.

The social cognitive theory asserts that a triadic reciprocal relationship between and among the personal, behavioral, and environmental factors result in human action or individual learning. The literacy coaching model requires a collaborative dialogue between two colleagues within the school environment. Because of this social encounter with the literacy coach, the teacher's personal cognition may be impacted, and their knowledge of instructional practices may change, prompting the teacher to then change his or her behavior within the classroom. A second social dialogue with the coach may take place following the teacher's change in behavior or implementation of new teaching practices, thus prompting another change in cognition or behavior. Tschannen and McMaster's research findings (2009) describe the role that literacy coaching plays specific to teacher self-efficacy and the cyclical process by which literacy coaching

increases teacher self-efficacy and then teacher self-efficacy, in turn, has a positive effect on future teacher experiences or future implementation of literacy practices.

Research studies conducted on literacy coaching have examined coaching in isolation as an intervention as well as coaching in combination with another type of professional development. Neuman and Wright (2010) examined the impact of literacy coaching as the stand-alone professional development intervention as compared with coursework, and the authors found that coaching had a statistically significant impact on literacy practices although not on teachers' knowledge of literacy practices. When combined with other models of professional development, literacy coaching has been found to have a positive impact on teacher self-efficacy and teacher instructional practices (Marsh, Bertrand, & Huguet, 2015; Neuman & Wright, 2010; Tschannen-Moran & McMaster, 2009). Tschannen-Moran and McMaster (2009) examined four different models of professional development with a fourth professional development model that included literacy coaching. The professional development model that included the literacy coaching component had the greatest positive impact on elementary teachers' self-efficacy of reading instructional practices and teacher implementation of the reading instructional practices.

Literacy coaching and teacher use. While the short intervention duration may impact the outcome specific to teacher use of differentiated literacy practices, the effect of the intervention on teacher use will be measured as a longer-term outcome. The empirical research findings specific to the impact of literacy coaching on teacher use or teacher implementation of instructional practices have been mixed. Many experimental and quasi-experimental studies have been conducted to evaluate the effect of the literacy

coaching model on teacher literacy practices and student achievement in reading. Several studies have demonstrated an increase in teacher use of effective literacy practices or an increase in student reading achievement as a result of literacy coaching (Biancarosa et al., 2010; Marsh et al., 2008; Neuman & Cunningham, 2009; Powell et al., 2010). Two empirical research studies, both focused on early literacy, failed to find a positive impact that could be attributed to coaching (Garet et al., 2008; Van Keer & Verhaeghe, 2005). More recently, Kraft and Blazar (2016) conducted a block randomized trial to analyze the impact of a coaching model on teacher behavior management and non-content instructional practices. The treatment group participated in an individualized coaching model while the control group participated in informal and infrequent professional development sessions. Kraft and Blazer (2016) found a statistically significant difference between the treatment group and the control group specific to effective instructional practices. While these findings were not specific to literacy coaching, the coaching model used within the study is consistent with that of a literacy coaching model except for the difference in the content specific instructional practices.

Davis, McPartland, Pryseski, and Kim (2018) measured the impact of literacy coaching on high school teachers' use of reading strategies to support struggling students. The research of Davis et al. (2016) suggests that literacy coaching did have a positive effect on teacher use of reading instructional practices to support struggling readers within a high school setting. While there are a few studies where literacy coaching has not been shown to have a positive impact on teacher use or student achievement, there are a greater number of research studies that found coaching had a positive effect on teacher use of the instructional or behavioral practices specific to the focus of the intervention

(Conroy, Sutherland, Vo, Carr, & Ogsten, 2014; Milburn, Girolametto, Weitzman, & Greenberg, 2014; Milburn, Hipfner-Boucher, Weitzman, Greenberg, Pelletier, & Girolametto, 2015).

Strengths and weaknesses of the literacy coaching model of intervention. As a component of the relationship between teacher and coach, ongoing feedback and dialogue would occur specific to instructional practices (Tschannen-Moran & McMaster, 2009). This dialogue and conversation would support a critical reflection of the teacher's beliefs and instructional practices. Through this discourse, the teacher could experience transformative learning as he or she shifts his or her point of view and habits of mind. In research studies that focus on coaching as the sole intervention and coaching in combination with other models of professional development, teachers have experienced a positive change in their self-efficacy and their use of new instructional practices (Marsh, Bertrand, & Huguet, 2015; Neuman & Cunningham, 2009; Neuman & Wright, 2010; Tschannen-Moran & McMaster, 2009). To implement a literacy coaching model, the financial resources are needed to pay for an additional staff member or to reduce the teaching load of a current staff member who could then fulfill the role of instructional coach. The coaching partnership between coach and teacher is built on trust and confidentiality (Ertmer et al., 2005; Marsh et al., 2015). Within SSD, a literacy coach was hired in March 2017. While this individual previously held a teaching position within the school district, she will still need to dedicate time to building trusting relationships within a new role. The time needed to establish relationships that foster effective coaching outcomes may be greater than the duration of the proposed intervention. It is possible that the trusting coach-teacher relationship will not have had

sufficient time to develop to provide meaningful conversations about instructional practices.

Role of teacher emotion and stress in literacy coaching model of intervention. The literacy coaching model examined to address the short-term outcomes—teacher knowledge and teacher self-efficacy—and the longer-term outcome—teacher use of differentiated literacy instructional practices—requires an emotional climate that will foster and support trusting relationships in order to have a significant positive effect (Ertmer et al., 2005; Hunt, 2016; Marsh et al., 2015). As identified in Chapter 2, one cause of the increasing diversity within general education classrooms in SSD is the inclusion of special education students into general education classrooms. While this decision was prompted by an audit by the Pennsylvania Department of Education and implemented by the superintendent, the teachers did not have any input into this decision. The increasing diversity of the student population within the context of the research study could be considered a local education reform. Jeffrey and Woods (1996) found that when teachers encounter a challenging reform that creates stress, anger, and anxiety, they experience a "loss of self" (p. 331). Through her qualitative study on teacher emotion as it relates to school reform, Darby (2008) identified that teachers experience fear and intimidation as they work through the process of reconstructing their professional self-understanding. As teachers within Darby's (2008) study received professional development support from university faculty and a school literacy coach, they could acknowledge and identify gains in their own professional understanding, which led to an increase in their motivation and positive emotions associated with student achievement gains. Within SSD, informal observations that occurred as a part of the needs assessment

in Chapter 2 have indicated that the increasing diversity within their general education classrooms has caused a significant amount of stress and negative emotion among the high school English teachers. When designing the literacy coaching intervention, great consideration will need to be given to the negative emotions of the study participants and how these negative emotions have the potential to impact the desired intervention outcomes.

Immordino-Yang and Damasio (2008) describe the critical role of emotion in learning as they share the behavior of adults and children who had sustained lesions to the prefrontal regions of their brains. Based on their research, Immordino-Yang and Damasio (2008) propose that it may be through an "emotional route that the social influences of culture come to shape learning, thought, and behavior" (p. 188). The authors put forth a framework that outlines the relationship between emotional and rational thought stated within their hypotheses. In considering the selection and design of the professional development intervention, it will be essential for the researcher and facilitators to work to create a professional learning environment in which cognition and emotion are thoughtfully considered and addressed. As Immordino-Yang and Damasio (2008) explain, when the academic as well as the emotional and social needs are considered and addressed, individuals are better able to apply their learning in real-world contexts. It will be important for the researcher to "leverage this relationship in the design of learning environments" (Immordino-Yang & Damasio, 2008, p. 196) to maximize the learning for all study participants.

Educational reform at the local, state, national, or international level can have a negative impact on the stress levels of teachers and administrators. Yang, Wang, Ge, Hu,

and Chi (2011) and Mouza and Souchamvali (2016) describe the negative impact of occupational stress caused by reforms within the education systems in China and Greece. Sapolsky (2008) describes the effects of stress on the hippocampus because of glucocorticord levels. Stress and an increased level of glucocorticords can have a negative impact on memory and neurogenesis, which can impact learning and the ability of the brain to function in the present as well as in the future. Stress is also a significant concern for the potential study participants. It will be important for the researcher and intervention facilitators to understand the role that this daily and potential chronic stress can have on the teachers and their professional learning. It will be necessary to consider how the design and implementation of the intervention can help to minimize the stress level of the study participants and ensure that participation in the intervention does not interfere or impact the responsibilities and demands of teacher participants beyond their work day.

To consider the important role that emotion and the affective needs of the teachers play on professional learning and the application of this professional learning to their instructional practices, Hardiman's (2012) Brain-Targeted Teaching (BTT) Model is examined. Within the BTT Model, Hardiman (2012) provides a framework that supports teaching and learning that is grounded in neuroscience and cognitive science research. Brain-Target One is focused on establishing the emotional climate for learning to address the relationship between emotion and cognition and the impact of stress on learning substantiated in the research. Hardiman (2012) advocates that "high priority must be given to producing a school climate that promotes a positive learning environment" (p. 39). Within a positive learning environment, students can feel safe and supported by

their teacher and their peers and be more willing to take a risk or work collaboratively with others. A positive classroom environment can help reduce the stress level of the students allowing them to focus more on their learning. These teaching and learning principles apply to students or learners at any age. As the researcher considers the literacy coaching intervention, a positive emotional climate will need to be created so that the teachers as learners are more motivated to take part in learning that meets them where they are and moves them forward. Through the creation of a professional learning environment in which the study participants feel safe and supported, they will be able to share honestly, take risks and try out new ideas, and reflect on their successes and failures to grow.

Other Potential Professional Development Models Considered

In addition to the literacy coaching model of intervention, the research on professional learning communities (PLCs) and lesson study was also examined to evaluate how these professional development models would address the needs identified within the research study context.

Professional learning communities. The professional learning community (PLC) model of professional development is characterized by and addresses the features of effective professional development. Harris and Jones (2010) define a PLC as "a group of connected and engaged professionals who are responsible for driving change and improvement within, between, and across schools that will directly benefit learners" (p. 173). In their review of literature on PLCs, Stoll, Bolam, McMahon, Wallace, and Thomas (2006) state that there is not a universal definition of a PLC, but they synthesize the research to state that a PLC highlights the "potential that a range of people inside and

outside a school can mutually enhance each other's and pupil's learning as well as school development" (p. 223). Tam (2015) also focuses on the sociocultural framework and collaborative aspect as she describes a PLC as serving as an "organizational factor to disrupt a culture of isolation and produce mostly a positive culture of collaboration" (p. 32). These definitions of the PLC model of professional development focus on the collective participation and active learning components that are critical elements to high quality professional development for teachers and administrators.

Strengths and weaknesses of the PLC model of intervention. The key components of the PLC model align with the structural and core features of high quality professional development. Within PLCs, teachers experience collective participation with their peers, and their work is connected to their classrooms and embedded within their school day. Through the PLC process, teacher participants are experiencing the personal, cognitive, and environmental factors outlined within the social cognitive theory. Through the needs assessment, teachers self-reported that they used their colleagues as one of the mechanisms for professional learning. The PLC model of intervention would support their desire and current practice of learning from colleagues. For PLCs to be effective in changing teacher self-efficacy or teacher practices, Tam (2015) proposes that a collaborative culture is necessary with support from the department leader. Within the context of the research study, this will be a challenge, as some teachers' self-reported within the needs assessment described in Chapter 2 that they are eager to learn and grown professionally with their peers, while other teachers did not indicate a desire to collaborate or learn with their peers. The support of the department chair in establishing a collaborative culture could also be a challenge within the context of the research study.

Tam (2015) also noted that within the study she conducted, teachers' teaching load was reduced by one course to allow time for teachers to meet within their PLCs. There is a financial cost to the reduction in teaching load that may not be viable within the research study context. In the absence of adjusting the schedule to allow for an increase in time for teachers to meet as a PLC, time for teachers to meet during the school day within their PLCs could be a potential challenge or weakness specific to this intervention.

Lesson study. The lesson study model was developed in Japan and is used as the primary professional development model with elementary teachers. In the late 1990s, researchers within the United States began sharing the model and using the model to implement professional development (Fernandez & Yoshida, 2004) in American schools. The lesson study model follows a consistent protocol and is grounded in the conceptual framework of collaborative learning. Y. L. Goddard, R. D. Goddard, and Tschannen-Moran (2007) found that teacher collaborative learning has a positive impact on teacher self-efficacy. Collaboration or collective participation is also one of the structural features of high quality professional development as proposed by Garet et al. (2001). Lesson study is professional development that takes place within the school or classroom, and it aligns with the school or district's curriculum goals (Chong & Kong, 2012).

Strengths and weaknesses of lesson study model of intervention. The lesson study model has been demonstrated to have a positive impact on teacher self-efficacy through the process of collaborative learning. The lesson study model incorporates the critical features of high quality professional development, including collective participation, content focused, alignment with the goals of the school or district, and embedded within a teacher's professional context (Desimone, 2009; Garet et al., 2001).

Much of the research that has been conducted on the lesson study model has focused on the professional development of elementary teachers within the content area of math, as this is the target population with whom this professional development model was developed in Japan. While the research conducted by Chong and Kong (2012) did suggest that utilizing a lesson study model with high school teachers in content areas beyond mathematics was feasible, the authors recommend that the lesson study process in this setting should be guided by a facilitator who has an expertise or strong knowledge within the content area of focus. Chong and Kong (2012) and Lee (2008) describe the need for a facilitator who also has a strong understanding of the lesson study professional development model design and protocols. Within the context of the research study, there is not an individual currently who has the expertise or the time to serve as the facilitator of the lesson study process. Due to the short duration of the intervention, it would be challenging to identify a facilitator and provide him or her with the training necessary to support an effective implementation of the lesson study model.

Time is another important consideration for the implementation of a lesson study model of professional development. Cohan and Honigsfeld (2006) found that the amount of time required for teachers to meet to collaboratively plan the lesson, observe the lesson, and reflect on the lesson was a key factor in why teachers did not use the lesson study approach to professional development. Within the current high school structure in SSD, it would be very difficult to find the amount of time required to sustain this model of professional development for the duration of the intervention. While planning and reflection could take place during a common "duty-free" period, the observation of

lessons would require substitute teacher coverage, which is an additional financial cost that has not be budgeted for within the school district.

Pucher and Taylor (2006) and Sibbald (2009) discuss the need for a climate of trust to exist for the lesson study model to be successful, and this could be another concern within the context of the research study. Teachers who participate in lesson study need to be trusting of each other and open to allowing their colleagues to watch them teach (Chokski & Fernandez, 2004). Currently within the context of the research study, the high school English teachers do not have relationships with their colleagues that would support implementing lesson study. Developing a climate within the high school English department in SSD that would promote the success of the lesson study model could be challenging given the short length of duration of the intervention.

Literacy Coaching within High School English Classrooms at SHS

Through a synthesis of the research focused on the impact of PLCs, lesson study, and literacy coaching on teacher self-efficacy and an evaluation of the strengths and weaknesses of each professional development model relative to the research study context, there does not appear to be one intervention that will be most effective in increasing teacher self-efficacy. In determining an appropriate intervention, consideration needs to be given to the limited length of time proposed to conduct the intervention and the resources available to dedicate to the planning for and implementation of the intervention. While each intervention has key components that align with the features of high quality professional development, the social cognitive theory, and the transformative learning process, the proposed intervention to address the

needs identified within this research study will be a literacy coaching model of professional development.

When selecting the intervention, serious consideration was given to the critical elements necessary for successful implementation of the intervention leading to the greatest impact based on previous peer-reviewed research studies. The critical elements considered in the decision-making process included the structures and personnel already established to support the intervention implementation, the emotional climate and community needed to support a successful intervention model and the current emotional needs of the potential research study participants, the time available for the intervention to take place, as well as the personnel and financial resources required to implement the intervention effectively.

Lesson study was not selected as an intervention due to the challenges associated with the implementation of many of the key features of this professional development model. Chong and Kong (2012) and Lee (2008) recommend that a facilitator knowledgeable in the lesson study process lead the implementation of this professional development model. Currently within the context of the research study, there is not an individual who is knowledgeable in lesson study and the protocols that should be used to effectively lead this work. It would be difficult to find the time and financial resources to provide the literacy coach with the training needed to lead an effective lesson study model. The time required to fulfill all of the components of the lesson study model would also be difficult to find within the current school day. While study participants will be provided with a "duty-free period," during the duration of the intervention, this will still not provide the time needed to observe the implementation of the research

lessons. Substitutes would need to be acquired to allow for a group of teachers to observe, which would require additional funding, and teachers would need to write lesson plans for the time when they are out of their classrooms. While the structures are not currently in place to support a lesson study model of professional development within SSD, Guitierez (2016) suggests that lesson study can function as a classroom-based professional learning community. Although the lesson study model is not being selected as the intervention to address low teacher self-efficacy and low teacher use of differentiated literacy instructional practices, it is possible that aspects of the lesson study process can be incorporated into the literacy coaching model through the use of small group coaching. If the literacy coaching has a positive effect on teacher self-efficacy or teacher use and this professional development model continues to be used within the research study setting, it is possible that lesson study could be included as a component of the literacy coaching model in the future.

Serious consideration was given to the implementation of an intervention that merged two professional development models, PLCs and literacy coaching. While PLCs align to many of the critical elements necessary for successful implementation of the professional development model, including providing teachers with the opportunity to engage in a transformative learning process through critical reflective discourse with their peers and have their ideas shaped or influenced by their peers within a social learning environment, the current financial and personnel resources are not available to support an intervention with two professional development models.

While the structure of PLCs places an emphasis on collective participation that will align with the participant teachers' desire to learn from their colleagues as indicated

in the needs assessment, there is concern with the potential engagement of the teachers within the PLCs, particularly with the duration of the intervention being only five months in length. Tam (2015) suggests a collaborative culture is necessary for PLCs to be effective with support from the department leader. Within the context of the research study, the English Department chair is not supportive of the reduction in levels nor the potential need to shift instructional practices to address the needs of a more academically diverse population in each classroom. This is also true of other faculty members within the English department. The current unrest within the department culture has the potential to make it more difficult to engage teachers in research study participation or to maintain participation once they commit to the study. While the secondary literacy coach could support the planning for and facilitation of the PLCs, an effective facilitator also has a significant positive impact on the success of a PLC. If teacher engagement is a concern among the English faculty members, it may be even more difficult to find study participants who are willing to volunteer to serve as PLC facilitators, especially when there is no monetary or other incentive. With the other job responsibilities of the secondary literacy coach, this individual does not have the time to dedicate to also facilitating the PLCs established as a part of the research study. Given the current SSD personnel, there is also no other individual that is available to fulfill this role. It is also possible that the finances will not be available to reduce the participating teachers' course load by one period to provide them with dedicated time to meet as a PLC. The challenge of finding consistent and available meeting time on a weekly basis could impact the effectiveness of the PLC as an intervention.

The professional development model of literacy coaching was selected as the intervention to address teacher self-efficacy specific to differentiating to meet the academic diversity of students within high school English classrooms. While the financial cost of a literacy coach is critical when considering the selection of potential intervention models, SSD hired a secondary literacy coach during the 2016-2017 school year and has committed funding to the position for a minimum of three years. Because the district has already committed to this resource and the accompanying budgetary expenditure, the financial resources are in place to support literacy coaching as the intervention.

In the spring of 2017, the literacy coach took on her new role, which allowed her time prior to the start of the intervention to build relationships with the potential teacher study participants. Establishing trusting relationships is a critical factor in the ability of a literacy coach to have an impact on teacher practices. Otaiba, Hosp, Smart, and Dole (2008) describe the resistance of teachers to the introduction of a literacy coaching position and the great length of time it often takes for teachers to be open to working collaboratively with a literacy coach. While there are also challenges, Dole (2004) explains the benefits of a literacy coach moving from the role of a reading specialist to a literacy coach within the same district. When a literacy coach is hired internally, the individual has already established strong working relationships with their colleagues, which shortens the amount of time needed before the literacy coach can support challenging conversations and work focused on shifting instructional practices. The role of emotion and trust in the relationship between teacher and literacy coach was also explained in the work of Buell, Han, Blamey, and Vukelich (2010), as teachers described

valuing the literacy coach more when they felt comfortable with him or her. Hunt (2016) states that "emotions play a crucial role in how professional knowledge is co-constructed and, thus, deeply influence coaches' and teachers' understandings of themselves, each other, and their practice" (p. 342). A literacy coach who has already established positive working relationships with the potential study participants should be able to make a greater impact during the short five-month intervention duration.

Although the financial and personnel resources were not sufficient to sustain an intervention that combines two professional development models for the short five-month duration, the literacy coaching model is one that can be combined successfully with other professional development models in the future. This will be important for key stakeholders within the school district to consider as they continue to establish differentiated literacy instructional practices at the secondary level. Tschannen-Moran and McMaster (2009) provide a clear example of how the coaching model of professional development can be combined with other professional development models including traditional in-service delivery, modeling of literacy practices, and opportunities for practice prior to implementation. Kintz, Lane, Gotwals, and Cisterna (2015) identified the role of a coach as a critical factor in establishing productive teacher learning communities. The ability to pair literacy coaching with other professional development models will support the decision to establish an effective literacy coaching model within the context of this research study and then consider pairing the literacy coaching model with other professional development models researched, such as PLCs or lesson study in the future.

Conclusion

A high quality professional development model is an effective intervention to address the need to increase teacher knowledge and teacher self-efficacy specific to the literacy practices, student choice and small group instruction that support differentiation (Ross & Bruce, 2007; Skaalvik & Skaalvik, 2007; 2010; Tschannen-Moran & Woolfolk Hoy, 2007). Literacy coaching professional development will address the need for the triadic reciprocal relationship of the personal, behavioral, and environmental factors critical to social cognitive theory and teacher self-efficacy. The creation of a positive emotional learning environment and a focus on fostering trusting relationships will also provide a foundation on which literacy coaching can flourish. The ability for teachers to engage in critical reflection and discourse individually through their work with a literacy coach will support a change in their frame of reference and transform their thinking specific to their self-efficacy for differentiated literacy instructional practices.

Much of the empirical research conducted on the role of literacy coaching as it relates to teacher knowledge, teacher self-efficacy, and teacher use of literacy practices has taken place at the early childhood or elementary level. Of the empirical studies that have been conducted at the secondary level, the teacher participants have not been high school English teachers, but rather high school content area teachers. There is a gap in the empirical research specific to the role of literacy coaching on the knowledge, self-efficacy, and use of differentiated literacy practices with high school English teachers. The implementation of a literacy coaching professional development model with high school English teachers will fill a void within the research community specific to the

effect of literacy coaching on teacher knowledge, self-efficacy, and use of the differentiated literacy practices, student choice of text and small group instruction.

CHAPTER 4

Intervention Procedure and Program Evaluation Methodology

The data collected, analyzed, and discussed in Chapter 2 as a part of the needs assessment indicated that teacher self-efficacy was a factor associated with teachers' use of literacy practices to meet the needs of a diverse student population. While data was not collected within the needs assessment specific to teacher knowledge, the theory of treatment specific to the intervention identified teacher knowledge as a mediating factor for increasing teacher self-efficacy and ultimately teacher use of literacy practices. Chapter 3 described the research supporting literacy coaching as a professional development model that can be implemented to increase teacher knowledge, teacher self-efficacy, and ultimately teacher use of literacy instructional practices that meet the needs of a diverse student population. Chapter 4 details the research design, methodology, procedures, and a summary matrix utilized to investigate the literacy coaching intervention.

Purpose of Study

Within the Samoset School District (SSD), a five-month literacy coaching intervention was implemented to address the low teacher self-efficacy, teacher knowledge, and ultimately teacher use of the literacy practices, providing student choice of texts and small group instruction, to meet the needs of an increasingly diverse student population. The purpose of the study was to evaluate the effectiveness of a literacy coaching intervention in addressing teacher knowledge, low teacher self-efficacy, and ultimately teacher use of two differentiated literacy practices to meet the needs of an increasingly diverse student population. These literacy practices were specifically

student choice of texts and small group instruction. This study also allowed for information to be collected that will contribute to future planning for coaching as a professional development model within the research study context as the school district works to support middle school and high school teachers across all content areas with differentiating instruction to meet the needs of an increasingly diverse student population.

The following research questions were used to assess the literacy coaching intervention outcomes:

Process Evaluation Questions

RQ1: Did the teachers participate in the full number of coaching hours?

RQ2: What coaching models were used during the coaching sessions?

RQ3: What were the prevalent themes within the semi-structured interviews and reflective journal entries related to teacher experience and participation in literacy coaching?

Outcome Evaluation Questions

RQ4: To what extent did teacher self-efficacy related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ5: To what extent did teacher knowledge related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ6: To what extent did teacher use of the instructional practices, providing students with text choice and implementing small group instruction, increase after participating in five months of literacy coaching?

Research Design

A mixed-methods convergent research study design was used to evaluate both the process and outcomes associated with the literacy coaching intervention (Creswell & Plano Clark, 2011). Both quantitative and qualitative data were collected and analyzed to provide greater insight into the intervention implementation and the effects of the intervention on teacher self-efficacy, teacher knowledge, and teacher use of differentiated literacy practices.

Process Evaluation Design

Fidelity measures were used to evaluate the process of the literacy coaching intervention. Dusenbury, Brannigan, Falco, and Hansen (2003) describe five possible measurements of fidelity, including: adherence, dosage, quality of program, participant responsiveness, and program differentiation. For this study, dosage (number of coaching hours) and the quality of the program (coaching models and activities used) were used to assess fidelity of implementation of the literacy coaching intervention. To gather additional process evaluation information, data was collected specific to the teacher-literacy coach experience. Table 4.1 outlines the fidelity of implementation indicators used within the process evaluation. These indicators are also illustrated in the logic model (Appendix D). The logic model for the literacy coaching intervention provides a visual representation of the intervention details, including inputs, activities, expected participation, and outcomes.

Table 4.1

Indicators of Fidelity

Indicator	Data Collection Tool	Frequency
Total number of hours each participant in the	Activity log including teacher, date, time, total time	Activity log completed after each teacher-coach session

treatment group met with the literacy coach (Dosage)	met per session, and topics discussed Activity log completed by the literacy coach	Log collected from the coach monthly throughout the study duration
Teacher-coach activities (Quality of Delivery)	Activity log including teacher, date, time, and topics discussed Activity log completed by the literacy coach	Activity log completed after each teacher-coach session Log collected from the coach monthly throughout the study duration
	Reflective literacy coach journal entries	Reflective literacy coach journal completed weekly and collected monthly throughout the study duration
	Semi-structured interview questions designed to gather data specific to the teacher-coach activities, including: - establishment of a trusting relationship between the participant and coach - a goal set by the participant aligned to differentiated literacy instructional practices - the structure of their work together (which should include modeling, co-planning, co-teaching, and/or a cycle of observation, feedback, and reflection) Semi-structured interviews conducted by researcher and audio recorded	Semi-structured interviews with teacher participants and literacy coach conducted at the mid-way point of the intervention (March 2018) and at the end of the intervention (June 2018) Semi-structured literacy coach interviews conducted at the mid-way point of the intervention (March 2018) and then again at the conclusion of the intervention (June 2018)
Teacher-literacy coach experience	Semi-structured interviews conducted by researcher and audio recorded	Semi-structured teacher interviews conducted at the mid-way point of the intervention (March 2018) and then again at the

		conclusion of the intervention (June 2018) Semi-structured literacy coach interviews at the mid-way point of the intervention (March 2018) and then again at the conclusion of the intervention (June 2018)
	Reflective literacy coach journal entries	Reflective literacy coach journal completed weekly and collected monthly throughout the study duration

Dosage: Number of coaching hours. The logic model of the intervention (Appendix D) described the dosage of the intervention. The dosage of the literacy coaching component addressed the total number of hours each teacher participant met with the literacy coach. The literacy coach was to meet with each teacher participant for a minimum of two 47- minute periods per 6-day cycle, which equates to a minimum of 23 total hours of teacher-coach contact time across the five-month duration of the intervention. The teacher was to have three duty-free periods during the 6-day cycle with one designated as the scheduled teacher-coach session. This teacher schedule allowed for two additional periods during which the teacher and coach could meet to collaborate, the teacher could plan for upcoming lessons, or research study data could be collected.

High fidelity of implementation specific to dosage of the literacy coaching intervention was considered 20 or more total meeting hours between the participant and the coach across the duration of the intervention. The total number of meeting hours needed for high fidelity of implementation were grounded in the research on highly effective professional development that supports professional development activities lasting at least a semester in duration and including 20 or more hours of contact time

(Desimone, 2009; Garet et al., 2001). The weekly coaching logs were used to record the time during which each teacher participant met with the literacy coach. At the conclusion of the intervention, these coaching logs were used to calculate the total teacher-coach meeting time. This data was used to evaluate the fidelity with which each teacher participated in the literacy coaching intervention.

Quality of delivery: Coaching models and activities used. Quality of delivery was also used to evaluate the process of the literacy coaching implementation. The coaching model and the teacher-coach activities conducted during the coaching sessions throughout the five-month intervention duration were used to assess the quality of delivery. The coaching model and the teacher-coach activities were recorded within the weekly coaching logs, the weekly literacy coach reflective journal entries, and the semi-structured interviews of the teacher participants and the literacy coach. The quality of the literacy coaching intervention delivery focused on the coaching model used and the activities in which the teacher participant and the coach engaged together, as well as the degree to which they conducted these activities. The activities that were used to define the quality of delivery of the literacy coaching component included the establishment of a trusting relationship between the participant and coach; a goal set by the participant aligned with differentiated literacy instructional practices; and the coaching model or structure of their work together, including modeling, co-planning, co-teaching, and a cycle of observation, feedback, and reflection (McCollum et al., 2013; Neuman & Cunningham, 2009; Tschannen-Moran & McMaster, 2009). For high fidelity of implementation specific to the quality of literacy coaching model delivery, it was expected that: (a) one of the four coaching models described above was used during each

coaching session; (b) specific goals were set for each coaching session aligned to meeting the needs of a diverse student population; (c) the goals were established by the teacher participant; and (d) follow-up or ongoing reflection on the goals took place during the coaching sessions.

Teacher-literacy coach experience. Due to the short duration of the intervention, it was important to collect data specific to the experiences of the teacher participants as well as the literacy coach. Semi-structured interviews with the teacher participants were used to gather information and allow for teachers to elaborate on their beliefs and practices with examples and illustrations from their teacher-literacy coach sessions or from the classroom. Semi-structured interviews were also conducted with the literacy coach, and the literacy coach completed weekly reflective journal entries throughout the study to gather qualitative data specific to the scope of the research study project; the individual and collective experience with the teachers; and her observations and narratives specific to changes in teacher knowledge, self-efficacy, and teacher literacy practices. In their study on the effects of extended professional development with coaching, Cantrell and Hughes (2008) found in the interviews that every teacher "identified his or her coach as helpful in supporting his or her implementation" (p. 115) of content literacy instructional strategies. Cantrell and Hughes (2008) also found that "teachers affirmed that feedback and support from coaches was essential in enabling them to build a sense of proficiency with new teaching techniques over time" (p.120). For high fidelity of implementation specific to the teacher-literacy coach experience, data collected and analyzed from teacher participant semi-structured interviews and literacy coach semi-structured interviews and reflective journal entries would show evidence of:

(a) the establishment of a trusting relationship in which the teachers could speak honestly about their professional goals and instructional practice; (b) teacher self-reflection about their own instructional practice with the literacy coach; and (c) teacher describing the literacy coach sessions as valuable and having an impact on their self-efficacy, knowledge, or use of literacy practices that support them in meeting the needs of their diverse student population.

Outcome Evaluation Design

The outcome evaluation design selected for the literacy coaching intervention was a non-experimental research design using a one group pretest and posttest, which did not include random assignment or a control group (Shadish, Cook, & Campbell, 2002). The outcomes for the literacy coaching intervention were identified in the theory of treatment (Appendix C). The theory of treatment diagram identified intermediate outcomes and the ultimate dependent variable or outcome: an increase in the literacy achievement of students in grades 9–12. An increase in the intermediate outcomes of teacher knowledge and teacher self-efficacy specific to the literacy practices, student choice of texts and small group instruction, should lead to an increase in an additional intermediate outcome: teachers' use of these practices within their high school English classrooms (Harris & Jones, 2010). Due to the brief duration of the intervention, it was not probable that the ultimate dependent variable or outcome, gains in student literacy achievement, would be changed or would be measurable. For this research study, the intermediate outcomes or mediating variables were used to determine the effectiveness of the intervention.

Method

Participants. The participant sample population included all high school English teachers at SHS. During the 2017–2018 school year, 12 SHS faculty members taught English. These 12 English faculty were assigned either two or three different English courses for students in grades 9–12, with a total course load of five teaching periods. The English faculty comprised teachers with a diverse age range and varying levels of professional experience. SSD has a rigorous hiring process, and the district has an average of 75–90 applicants for each high school English position when they become available. Demographic information was collected from all participants during the pretest survey prior to the intervention beginning.

Study participants were recruited during a high school English Department meeting. At this meeting, the researcher explained the purpose of the study and the responsibilities of the potential participants. During this meeting, the 12 high school English teachers were invited to participate. A follow-up email was sent to all teachers within the English Department on the day following the meeting, outlining in writing the information shared at the department meeting and reminding teachers of the opportunity to participate. Participation was voluntary.

Seven high school English teachers and the literacy coach participated in the study. Participants were provided with an informed consent form and were informed of their right to withdraw at any time (Appendix G). The informed consent also included language that indicated that participants were not compensated for their participation, thereby limiting undue influence.

Demographic information was collected within the pretest teacher survey using quantitative methodology specific to the age of the study participants, number of years of teaching experience, and courses currently taught. Demographic information specific to the seven teacher participants is included in Table 4.2.

Table 4.2

Participant Demographic Data

Category	Corresponding Demographic Information
Years of English Teaching Experience	0–5 years: 1 teacher 6–10 years: 1 teacher 11–15 years: 1 teacher 16–20 years: 3 teachers 21–25 years: 1 teacher
Years taught in school setting other than SSD	5 of the 7 participants taught in a school setting other than SSD 0–5 years: 2 teachers 6–10 years: 3 teachers
Grade Levels Taught (Participants may teach more than one grade level)	Grade 9: 3 teachers Grade 10: 3 teachers Grade 11: 3 teachers Grade 12: 3 teachers
Level of Course Taught (Participants may teach more than one course level)	Academic A: 7 teachers Honors: 5 teachers Advanced Placement: 3 teachers

The demographics of the seven high school English teacher participants were generally similar to the five high school English teachers who did not participate in the research study. These five teachers had a similar range of years of experience, and each taught two grade levels and at least two different course levels.

The secondary literacy coach also agreed to be a study participant. The secondary literacy coach had 27 years of teaching experience with eight of those years taking place outside of SSD. The literacy coach held multiple roles during her time in SSD prior to being hired as the literacy coach, including middle school teacher and reading specialist.

She was hired to be the literacy coach in the spring of 2016, approximately nine months before the research study began.

Measures. Quantitative and qualitative measures were used to collect data specific to the outlined research questions. Table 4.3 outlines the measures that were used to collect data to assess the process and the outcomes of the literacy coaching intervention.

Table 4.3

Mixed Methods Measures

Measure	Quantitative	Qualitative	Data Collection Type
Coaching Log	X		Self-report of meeting times
Coach Reflective Journal		X	Self-report of literacy coaching experience and reflections with teacher participants
Semi-structured interviews		X	Self-report interview
Teacher Survey	X		Self-report survey
Classroom Observation Tool	X		Independent Observation

Process evaluation measures. Process evaluation measures consisted of the literacy coaching log, weekly literacy coach reflective journals, literacy coach-teacher coaching session audio recordings, and semi-structured interviews with the teacher participants and the literacy coach.

Literacy coach log. Coaching logs were used by the secondary literacy coach to collect data specific to the dates and times of the weekly coaching sessions. The literacy coach also used the coaching log to collect information specific to the model of coaching

used during each teacher session, as well as the focus topic for the session and next steps to ensure the teacher participant was supported. The coaching log was prepopulated with the four coaching models suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009). These coaching models included:

- Modeling of a lesson or lesson component
- Co-planning a lesson or series of lessons
- Co-teaching a lesson or series of lessons
- Observing the teacher and providing feedback

Space was also provided within the coaching log to allow for the literacy coach to record additional coaching models used throughout her work with the teacher participants as well as notes specific to the focus of the session and next steps with each teacher participant. Figure 4.1 shows a sample of the coaching log that was used to collect and record this data.

	Session Date	Session Length	Coaching Model Used	Session Focus	Next Steps
Teacher A			_ Modeling _ Co-planning _ Co-teaching _ Observation and Feedback _ Other:		
Teacher B			_ Modeling _ Co-planning _ Co-teaching _ Observation and Feedback _ Other:		

Figure 4.1. Sample of coaching meeting log

Literacy coach reflective journal. Throughout the duration of the five-month intervention, the literacy coach maintained a reflective journal. Within the reflective journal, the literacy coach recorded her thoughts and experiences in a digital journal. Reflective journal entries were completed weekly after she had met with each teacher participant for their scheduled coaching session.

Literacy coach-teacher audio session recordings. To gather additional qualitative data specific to the teacher goals, session topics, and action steps, the first five minutes and last five minutes of one literacy coach-teacher session per month for each teacher participant was recorded. Five literacy coach-teacher sessions were recorded for each teacher participant during the duration of the intervention.

Semi-structured interviews. Semi-structured interviews were used to collect data on teachers' beliefs and practices with examples and illustrations from their teacher-literacy coach sessions or from the classroom. Semi-structured interviews were also conducted with the literacy coach to gather qualitative data specific to the scope of the research study project, the individual and collective experience with the teachers. Semi-structured interviews were conducted three times throughout the duration of the intervention. Sample process evaluation semi-structured interview questions are listed below:

1. Describe a/some milestones or pivotal moments for you as a teacher from your work with the literacy coach.

2. What aspect of the literacy coaching has helped you the most to understand and work toward meeting the needs of a diverse student population?

The interviews took place prior to the start of the intervention, mid-way through the intervention, and after the intervention had concluded. Interviews were conducted with the seven teacher participants as well as the literacy coach.

Outcome evaluation measures. The measures that were used to collect outcome evaluation data included teacher self-efficacy survey, teacher use of effective literacy practices survey, semi-structured interviews, and classroom observation tool. Table 4.4 outlines the outcome variables and measured used within this research study.

Table 4.4

Outcome Variables

Indicator	Data Source(s)
Teacher self-efficacy specific to differentiated literacy instructional practices	Teacher self-efficacy pretest and posttest survey The survey measure was developed using modifications of Norwegian Teacher Self-Efficacy Scale (NTES) (Skaalvik & Skaalvik, 2007) and Teacher Efficacy in Teaching Questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001) Semi-structured teacher and literacy coach interviews
Teacher knowledge of differentiated literacy instructional practices	Semi-structured teacher and literacy coach interviews
Teacher use of differentiated literacy instructional practices	Pretest and posttest survey of "teacher use of differentiated literacy instructional practice" The survey questions specific to "teacher use" were developed using modifications of the Protocol for Language Arts Teaching Observation (PLATO) as referenced in Grossman et al. (2010). Classroom observation tool The classroom observation tool was developed using modifications of the Protocol for Language Arts Teaching Observation (PLATO) as referenced in Grossman et al. (2010), as well as

	the observation tool detailed in Davis et al. (2018) Semi-structured teacher and literacy coach interviews
Years of teaching experience	Survey tool used to gather demographic information using teacher choice of a 5-year range (i.e., 0–5 years, 6–10 years, etc.)

Teacher self-efficacy survey. To measure teacher self-efficacy specific to literacy practices that support meeting the needs of a diverse student population, a quantitative measure based on the work of Skaalvik and Skaalvik (2007, 2010) and Tschannen-Moran and Woolfolk-Hoy (2001) was used. This data collection tool can be found in Appendix E. The survey tool contained 20 items that collect data specific to five sub-dimensions or constructs of teacher self-efficacy. The five sub-dimensions or constructs of self-efficacy included: (a) instruction; (b) adapt instruction to meet individual student needs; (c) provide students with text choice; (d) implement small group instruction; and (e) motivate students. There were four statements for each sub-dimension or construct. A Likert scale was used to rate teacher self-efficacy. The Likert scale used for this study was based on the Likert scale used in the NTSES (2007, 2010) and included the ratings (1) not certain at all; (3) quite uncertain; (5) quite certain; and (7) absolutely certain.

The sub-dimensions or constructs of instruction, adapt instruction to meet individual student needs, and motivate students were taken from the self-efficacy measure developed by Skaalvik and Skaalvik (2007; 2010) when they examined teachers' ability to meet the individual needs of students as they implemented a new differentiated curriculum in Norway. Sample items to measure teacher self-efficacy specific to the sub-dimension or construct of instruction included:

- Explain central themes in your subject so even the low-achieving students understand
- Provide good guidance and instruction to all students regardless of their ability
- Answer students' questions so that they understand difficult concepts and ideas
- Explain the subject matter so that most students understand the basic principles

Four items related to student choice of texts and four items related to small group instruction were written for this study because a measure for these two sub-dimensions or constructs did not exist within the empirical research. Information synthesized from the research on these literacy practices and included in Chapter 1 was used to develop the four items within each construct (Grossman et al., 2013; Guthrie, 2008; Guthrie et al., 2001; 2007; Guthrie & Klauda, 2014; Kamp et al., 2007; Santamaria, 2009). The items from both of these sub-dimensions or constructs are included below.

- Student Choice of Texts: 1) Provide opportunities for students to choose from a variety of texts within the classroom aligned to their interest. 2) Provide opportunities for students to choose from a variety of texts with the classroom aligned to their instructional reading level. 3) Develop assignments that are independent of a specific text and allow students to choose the text they want to use to complete the assignment. 4) Use multiple texts within the classroom to meet the needs of both low-ability and high-ability students.
- Implement small group instruction: (1) Use formative assessment data to create small groups of students with a common academic strength or academic need within my classroom. (2) Design lessons to meet the academic strengths or needs of the students within each small group I create. (3) Deliver small lessons that

meet the academic strengths and needs of the students within each small group I create. (4) Implement a consistent instructional framework or lesson plan that allows for small group instruction to occur within my classroom 2-3 times per week.

*Teacher use of literacy practices survey***.** To measure teacher use of the identified differentiated literacy practices, student choice of texts and small group instruction, a quantitative pretest and posttest teacher survey was used. This teacher survey tool was developed based on the Protocol for Language Arts Teaching Observation (PLATO) as referenced in Grossman et al. (2010) as well as the work of Davis et al. (2012, 2018). The teacher use of literacy practices survey tool included nine items measuring seven constructs of teacher use. Table 4.5 includes the constructs that were measured with this teacher survey tool as well as the statements that were used to describe each construct. A similar teacher survey tool was used within the needs assessment to measure teacher use of effective literacy practices. For the intervention period data collection, only the constructs of teacher use that aligned with or supported differentiated literacy practices were included within the teacher use measure. Because student choice of texts is a complex construct and the research indicates there are many methods for providing students choice of their texts, three statements, rather than the one broad statement, were included on the needs assessment to address this construct. These statements are shaded in gray within Table 4.5.

To measure the use of effective literacy practices, a Likert scale was used to determine the frequency of use. The Likert scale used for this survey was based on the Likert scale used in the PLATO (2013) as well as the Likert scale used in the research of

Davis et al. (2012, 2018). The teacher survey tool within this study used a Likert scale range from 1–5, with 1 indicating "Never or almost never" and 5 indicating "Every day."

Table 4.5

Teacher Survey Tool Constructs: Differentiated Literacy Practices

Modeling: Provide explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work.
Explicit Strategy Instruction: Provide explicit instruction on and explanation of literacy strategies that can be used flexibly and independently by students.
Guided Practice: Provide structured opportunities for students to practice strategies or skills targeted in the lesson.
Small Group Instruction: Provide explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.
Feedback: Provide quality feedback to students based upon student application of skills, concepts, and strategies.
Differentiated Instruction: Provide a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment).
Student Choice: Provide opportunities for students to choose from a variety of texts within the classroom aligned to their interest.
Student Choice: Provide opportunities for students to choose from a variety of texts with the classroom aligned to their instructional reading level.
Student Choice: Use multiple texts within the classroom to meet the needs of both low-ability and high-ability students.

Classroom observation tool. The constructs of teacher use of differentiated literacy practices included in the teacher survey tool provided the foundation for the classroom observation tool to collect data specific to teacher use within the classroom. This classroom observation tool is included in Appendix F. Seven constructs of teacher use of differentiated literacy practices were included in the observation tool. The constructs of teacher use and the statements used to define these constructs are included in Table 4.6. The observations were scored using a rating scale that included: (a) no evidence; (b) little evidence; (c) some evidence; (d) evident; and (e) clearly evident.

Table 4.6

Classroom Observation Tool Constructs: Literacy Practices

Modeling: Provide explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work.
Explicit Strategy Instruction: Provide explicit instruction on and explanation of literacy strategies that can be used flexibly and independently by students.
Guided Practice: Provide structured opportunities for students to practice strategies or skills targeted in the lesson.
Small Group Instruction: Provide explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.
Feedback: Provide quality feedback to students based upon student application of skills, concepts, and strategies.
Differentiated Instruction: Provide a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment).
Student Choice: Provide opportunities for student choice of reading material and assignments.

The classroom observation tool was based on the PLATO tool (Grossman et al., 2010). In addition to the descriptions of the included constructs, the rating scale was also the same as the rating scale used in the PLATO tool. Inter-rater reliability was used to ensure effectiveness of the PLATO tool when developed and implemented by Grossman et al. (2010) within classrooms in New York City. Within the work conducted by Grossman et al. (2010), a series of open-ended observations was also conducted to allow for additional data on teacher effectiveness to be collected. When using the classroom observation tool, the student researcher recorded narrative observation notes during each conducted observation.

The observations were conducted and scored by the student researcher. The classroom observations took place weekly within each teacher participant's classroom for the last seven weeks of the intervention. Seven observations were conducted within each teacher's classroom except two teachers, both of whom taught only or mostly 12th grade English classes, because the school year ended sooner for 12th grade students due to

graduation. In these teachers' classrooms, five weeks of observations were conducted in one teacher's classroom, and six weeks of observations were conducted in the other teacher's classroom.

Semi-structured teacher interviews. Semi-structured interviews were used to measure the constructs of teacher knowledge and teacher self-efficacy specific to differentiated literacy practices while also serving as a process evaluation measure. Semi-structured interviews were conducted three times throughout the duration of the intervention. The interviews took place prior to the start of the intervention, mid-way through the intervention, and after the intervention had concluded. Interviews were conducted with the seven teacher participants as well as the literacy coach.

Semi-structured interviews have been used to collect data specific to pedagogical content knowledge (PCK) within studies conducted by Calik and Aytar (2013) and Halim and Meerah (2002), although their studies focused on math and science education. These interview questions focused on practices specific to the content areas being researched, including how to address student misconceptions and how to analyze mathematics tasks. The aspects of pedagogical content knowledge included in these research studies do not apply directly to the English Language Arts content area. While the content area of focus within the research studies of teacher PCK was different, the interview questions from these studies were adapted to collect information specific to teacher PCK in the content area of high school English. A sample of the semi-structured interview questions to collect data specific to teacher PCK in high school English is listed below.

1. If you were to walk into an exemplary high school English classroom, what would you see?

2. Within this exemplary high school English classroom, what texts would students be reading? How would these texts have been selected?
3. Within this exemplary high school English classroom, what practices would you see that would confirm for you that the needs of the struggling learners and the advanced learners were being met?

Semi-structured interview questions were also developed to collect data specific to teacher self-efficacy. In their research study, Ashton and Webb (1986) used teacher interviews to collect qualitative data specific to the nature of teacher efficacy attitudes, factors influencing teacher efficacy, and teacher behaviors impacting teacher efficacy. Cantrell and Hughes (2008) used a mixed methods research design to examine teacher efficacy and content literacy implementation as a result of coaching with teacher interviews as one source of qualitative data. The teacher interview questions within Ashton and Webb (1986) and Cantrell and Hughes (2008) as well as the work of Usher and Pajares (2008) were used to develop the semi-structured teacher and literacy coach interview questions to collect teacher self-efficacy data within this research study. A sample of the semi-structured interview questions is listed below.

1. Describe yourself as a teacher of English. What are your strengths as a teacher of English? In what areas do you hope to grow through your work with the literacy coach?
2. How would you rate your confidence specific to meeting the needs of the diverse student population within your classroom?
3. Based on your rating from the previous question, what could help you feel more confident in meeting the needs of a diverse student population?

See Appendix H for a copy of the questions presented to the teacher participants and Appendix I for the questions presented to the literacy coach. The literacy coach and teacher interviews were audio recorded using an iPhone application on the student researcher's cellphone and were then transcribed for analysis.

Procedure

Intervention. The literacy coaching intervention was conducted from January to June 2018. Prior to the recruitment of participants in January 2018, the researcher met with the literacy coach to review and finalize the data collection forms, including the coaching log, literacy coach reflective journal, and audio recording expectations, as well as the process and timeline for data collection. When the intervention began at the end of January 2018, the literacy coach met with each teacher participant to review the role of the literacy coach and ensure they understood the work they would be doing together throughout the five-month intervention period. The literacy coach collaborated with each teacher participant to create a schedule that ensured one weekly scheduled 47-minute period with every participant. In addition to their weekly scheduled literacy coach-teacher session, the literacy coach and teacher participants worked in small groups to develop curriculum, communicated through email and over the phone, and met for additional one-on-one coaching sessions when requested by the teacher participant and as the schedule allowed.

Data collection. The quantitative and qualitative data was collected concurrently throughout the five-month duration of the intervention. Quantitative and qualitative data collection occurred before, during, and after the intervention implementation. Table 4.7 provides a timeline of the data collection. Table 4.8 outlines the qualitative and

quantitative data that was collected during the intervention implementation within a summary matrix.

As can occur in a school setting, the data collection timeline was impacted by school events, weather delays, and cancellations. The mid-point semi-structured interviews were delayed because of winter weather school delays and cancellations as well as the timing of spring break. While most of the interviews took place at the end of March, three of the interviews took place during the month of April. Due to the high school final exam schedule and grading timelines, the end of intervention interviews and the posttest surveys were conducted after the school year had ended in late June while the teacher participants were participating in summer curriculum writing.

Table 4.7

Literacy Coaching Data Collection Timeline

Pre-Intervention January 2018	During Intervention January-June 2018	Post-Intervention June 2018
Teacher Self-Efficacy Pretest Survey Teacher Use Pretest Survey Semi-Structured Teacher Interviews Semi-Structured Literacy Coach Interview	Coaching Log Literacy Coach Reflective Journal (weekly) Literacy Coach-Teacher Session Audio recordings Classroom Observation Tool (April – June 2018) Semi-Structured Teacher Interviews (March 2018) Semi-Structured Literacy Coach Interview (March 2018)	Teacher Self-Efficacy Posttest Survey Teacher Use Posttest Survey Semi-Structured Teacher Interviews Semi-Structured Literacy Coach Interview

Teacher Survey. Pretest and posttest teacher surveys were administered using Survey Monkey. The Survey Monkey link was emailed to teacher participants accompanied by the rationale for the survey and the process for completing the survey

electronically. The teacher survey tool gathered demographic information and measured teacher self-efficacy and teacher use of differentiated literacy instructional practices.

Semi-structured interviews. Semi-structured interviews were conducted with the literacy coach as well as the teacher participants prior to the start of the intervention, mid-way through the intervention, and at the conclusion of the intervention. The student researcher scheduled these interviews at times that were convenient for the teacher participants and literacy coach. The student researcher recorded the interviews using an app on her cell phone. The interviews were transcribed manually by the student researcher and using rev.com.

Classroom Observation Tool. To assess the outcomes specific to RQ6 (teacher use of providing students with text choice and implementing small group instruction), quantitative data was also collected using the classroom observation tool described in the measures section. Classroom observations were conducted in every teacher participant's classroom over a period of seven weeks. The observations were unannounced and occurred at different times throughout the day during the intervention period.

Literacy coach log and reflective journal. The literacy coaching log was also a source of data recorded by the literacy coach after each literacy coach-teacher session. At the end of each week, the literacy coach completed reflective journal entries. The literacy coach maintained an electronic log and reflective journal within Microsoft Word and then printed to submit biweekly to the student researcher. This data was compiled by the student researcher.

Literacy coach-teacher session audio recordings. Audio recordings of the first and last five minutes of the literacy coach-teacher session were also completed once a

month for each teacher participant. The literacy coach used an app on her cell phone to record these sessions and then emailed the audio files to the student researcher monthly. The recordings from these coach-teacher sessions were transcribed using rev.com.

Data analysis. To measure the outcomes of the literacy coaching intervention, a convergent parallel mixed methods design was used. The combination of both quantitative and qualitative data collection provided a more extensive analysis of the literacy coaching intervention (Creswell & Plano Clark, 2011). The data was analyzed separately and then merged to make comparisons to answer the research questions (Creswell & Plano Clark, 2011).

Quantitative Data. SPSS software was used to analyze the quantitative data collected from the study. A reliability analysis was performed on the teacher self-efficacy survey tool for each construct, as this was a new self-efficacy measure. Descriptive statistics were used to examine teacher self-efficacy for each construct, total teacher self-efficacy, and teacher use of each literacy practice examined. Paired t-tests were also conducted to determine whether there was a statistical difference between the pretest and posttest survey results for each teacher self-efficacy construct (instruction, adapting instruction, student choice of texts, small group instruction, and motivate students) as well as each effective literacy practice. The small sample size limited a more detailed statistical analysis and suggested the statistically significant findings should be interpreted cautiously.

Descriptive statistics were used to examine the classroom observation data. While the data collected through the teacher survey tool was self-reported by the teacher participants, the data collected using the classroom observation tool supported the

triangulation of data when analyzed with the other qualitative data sources. A correlation analysis was performed to determine whether the posttest teacher use survey data was correlated with the mean classroom observation scores for each teacher.

Qualitative Data. A qualitative analysis of the multiple data sources was conducted using several steps. Prior to coding the data, an initial reading of all data sources was conducted to allow the researcher to "enter vicariously into the life of participants, feel what they are experiencing, and listen to what they are saying through their words or actions" (Corbin & Strauss, 2015, p. 86). A constant comparison strategy was then used alongside a line-by-line analysis to gather and record initial thoughts and conceptual ideas. After recording initial thoughts, a process of deductive and inductive coding was used to explore the data in greater depth and gain a more thorough understanding of the data. Using the constructs outlined within the research questions, deductive coding was used to collect evidence specific to each construct. An inductive process of coding was then used to examine the constructs in more detail and to gather additional themes. The inductive process allowed for a deeper understanding of the constructs of teacher self-efficacy, teacher knowledge, and teacher use specific to the differentiation of instruction within high school English classrooms. Additional themes of teacher reflection and emotional coaching were identified through the inductive coding process, and this information will inform future iterations of the literacy coaching intervention as well as new coaching interventions across SHS. To answer RQ3, an inductive coding process was used to identify prevalent themes specific to the experience and participation of the teachers during the literacy coaching intervention. Once the themes were identified from the qualitative data, a continuum of teacher experience

during the literacy coaching intervention was developed to show the variation of teacher experience across each month of the five-month intervention period. Due to the processes used within the research study to ensure confidentiality as outlined in the IRB application and approval, the themes found within the literacy coach data could not be correlated with the qualitative data collected by the student researcher.

Table 4.8

Summary Matrix

Research Question	Data Collection	Data Analysis
Process	*Quantitative*	Descriptive statistics
RQ1: Did the teachers participate in the full number of coaching hours?	Literacy coach log	
RQ2: What coaching models were used during the coaching sessions?	*Quantitative* Literacy coach log	Descriptive statistics
RQ3: What were the prevalent themes within the semi-structured interviews and reflective journal entries related to teacher experience and participation in literacy coaching?	*Qualitative* Literacy coach log Literacy coach reflective journal entries Semi-structured interviews with coach and teachers	Semi-structured interviews, session recordings, literacy coach logs, and journal entries were analyzed, organized, and coded for themes
Outcome		
RQ4: To what extent did teacher self-efficacy related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?	*Quantitative* Pre and post survey data	Descriptive statistics including t-test
	Qualitative Literacy coach log Literacy coach reflective journal entries Semi-structured interviews with coach and teachers Recordings of literacy coach-teacher sessions	Semi-structured interviews, session recordings, literacy coach logs, and journal entries were analyzed, organized, and coded for themes

RQ5: To what extent did teacher knowledge related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?	*Qualitative* Literacy coach log Literacy coach reflective journal entries Semi-structured interviews with coach and teachers Recordings of literacy coach-teacher sessions	Semi-structured interviews, session recordings, literacy coach logs, and journal entries were analyzed, organized, and coded for themes
RQ6: To what extent did teacher use of the instructional practices, providing students with text choice and implementing small group instruction, increase after participating in five months of literacy coaching?	*Quantitative* Classroom observation tool Pre and post survey data *Qualitative* Literacy coach log Literacy coach reflective journal entries Semi-structured interviews with coach and teachers Recordings of literacy coach-teacher sessions	Descriptive statistics including t-test Semi-structured interviews, session recordings, literacy coach logs, and journal entries were analyzed, organized, and coded for themes

Conclusion

The literacy coaching intervention as well as the individual components of the literacy coaching model within SSD were evaluated using a convergent mixed-methods research study design. Multiple sources of qualitative and quantitative data were used to evaluate the process and the intended outcomes of the intervention as defined within the research questions. Johnson and Onwuegbuzie (2004) state that through the use of both qualitative and quantitative techniques within the same framework, "mixed methods research can incorporate the strengths of both methodologies" (p. 23). The data collected was used to assess the short-term outcomes of teacher self-efficacy and teacher knowledge specific to the differentiated literacy practice, student choice of texts and small group instruction. While the short intervention duration prompted concern specific to the achievement of the intermediate outcome, teacher use of differentiated literacy

practices, a positive change or increase in teacher knowledge and teacher self-efficacy should lead to an increase in teacher use of these same instructional practices. In addition to measuring the short-term and intermediate outcomes of the intervention, the data collected throughout the intervention implementation process also helped to provide greater depth of understanding specific to the literacy coach-teacher experience and the mechanisms by which the literacy coach is or is not successful in working with teachers specific to the identified intended outcomes. The information gathered specific to the literacy coaching intervention will also be examined and used to plan for coaching as professional development across additional content areas within SHS to support a greater number of teachers in meeting the needs of their increasingly diverse student population.

Chapter 5

Findings and Discussion

The primary objective of the research study was to evaluate the effectiveness of a literacy coaching intervention in addressing teacher knowledge, low teacher self-efficacy, and ultimately teacher use of the literacy practices, student choice of texts and small group instruction, to meet the needs of an increasingly diverse student population. The focus of the research study was also to collect information that will contribute to future planning for coaching as a professional development model within the research study context as the school district works to support middle school and high school teachers across all content areas with differentiating instruction to meet the needs of an increasingly diverse student population.

The following research questions were used to assess the literacy coaching intervention.

Process Evaluation Questions

RQ1: Did the teachers participate in the full number of coaching hours?

RQ2: What coaching models were used during the coaching sessions?

RQ3: What were the prevalent themes within the semi-structured interviews and reflective journal entries related to teacher experience and participation in literacy coaching?

Outcome Evaluation Questions

RQ4: To what extent did teacher self-efficacy related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ5: To what extent did teacher knowledge related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?

RQ6: To what extent did teacher use of the literacy practices, providing students with text choice and implementing small group instruction, increase after participating in five months of literacy coaching?

The Process of Implementation

The literacy coaching intervention took place over a five-month period from January 2018 to June 2018. During the research study, the literacy coach met with each teacher participant for a minimum of one 47-minute period per week. Each teacher was relieved of their duty (i.e., study hall, writing center, lunch coverage) to allow for this weekly meeting to occur. Any additional meeting time between the coach and each teacher participant took place during the teacher's planning period, lunch time, or additional available time before or after school. All meeting time between the literacy coach and each teacher participant was recorded using coaching logs, including email communication between the coach and participants. The coaching logs also contained information specific to individual goals established by the teacher for the coaching work as well as various models of coaching that were used throughout the intervention period.

Beginning of the intervention. Prior to the start of the intervention, the seven high school English teacher participants completed a survey in January 2018 to collect demographic information and data specific to teacher self-efficacy and teacher use of literacy practices including those practices that support differentiation of instruction, student text choice, and small group instruction. In addition, a semi-structured interview

was completed with each teacher participant as well as the literacy coach in January 2018 within the first two weeks of the start of the research study.

As outlined in Chapter 4, a brief professional development session was to be held with each of the teachers participating in the intervention. Due to scheduling challenges, the first coaching session was used to provide this professional development to each teacher individually rather than in a larger group. During the first individual literacy coach-teacher session, the literacy coach provided an overview of the role of an instructional coach, outlined the ways in which a coach can support teachers, and answered any questions the teachers had about the coaching work. The purpose of this first session was ensure all teacher participants had a clear understanding of the literacy goal. In their research, Mangin and Dunsmore (2015) found that when all stakeholders have a clear understanding of the literacy coach role, the literacy coach work is more successful.

During the intervention. Throughout the duration of the intervention, the literacy coach met with each teacher participant weekly. The teacher participant collaborated with the literacy coach to determine the content of these weekly teacher participant-literacy coach sessions. On a monthly basis, the literacy coach audio recorded the first and last five minutes of one coaching session to gather information specific to the goals and outcomes of the coaching session. In March 2018, mid-way through the intervention, the researcher conducted a second semi-structured interview with each teacher participant as well as the literacy coach.

The researcher met with the literacy coach biweekly throughout the five-month intervention period to review and collect the coaching logs and reflective journal entries

and to gather qualitative data both specific to the scope of her work with the teacher participants, as well as qualitative data specific to changes in teacher knowledge, self-efficacy, and teacher use of literacy practices.

Conclusion of the intervention. When the intervention was complete in June 2018, the posttest teacher survey was conducted following the conclusion of the school year during teacher in-service days. The researcher also conducted final semi-structured interviews with each teacher participant and the literacy coach. These interviews took place after the school year had ended during summer curriculum writing days in June 2018. Qualitative data specific to teacher self-efficacy, teacher knowledge, and teacher use of literacy practices that support differentiation was collected through these semi-structured teacher and literacy coach interviews.

Challenges during the intervention implementation. Although the literacy coach-teacher sessions were initially planned to take place during two duty-free periods every 6-day cycle, the reality of life in a high school interfered in multiple ways. The high school building administration struggled with coverage for duty periods during the second semester, which only allowed for the teacher participants to have one duty-free period to meet with the literacy coach per week. The second meeting per 6-day cycle had to be scheduled on the teacher participant's free time during his or her planning period, before school, or after school. The high school academic calendar also affected the scheduled literacy coach-teacher sessions, with state and AP testing changing the school schedule during the month of May. Additionally, the weather changed the consistency of the school schedule, with snow cancelling 2 or 3 weekly literacy coach-teacher sessions per teacher during the months of February and March. With shortened weeks in February

and March, during the biweekly researcher-literacy coach meetings the literacy coach shared that there was some reluctance on the part of some of the teacher participants to reschedule their coaching sessions due to their feelings of trying to get all of their work accomplished in a shortened time period.

During the last four weeks of the intervention, the literacy coach implementing the intervention was diagnosed with a serious illness that required immediate medical treatment and multiple absences from school. While she scheduled her absences to avoid cancelling the weekly scheduled literacy coach-teacher sessions, her time out of school did reduce her additional face-to-face meeting time with teachers. She noted in her coaching logs that the face-to-face meeting time was replaced with an increase in email and phone communication during this time period.

Process Evaluation

A process evaluation was conducted to examine the extent to which the intervention was implemented as planned. The process evaluation included measures to address the fidelity of the implementation as well as teacher participation and experiences with the literacy coaching work.

RQ1: Total duration of teacher-literacy coach sessions. The first process evaluation question asked, "Did the teachers participate in the full number of coaching hours?" As described in the logic model of the intervention (Appendix D) and discussed in Chapter 4, high fidelity of implementation specific to dosage, total number of coaching hours, would consist of 20 or more total meeting hours between the participant and the literacy coach. Table 5.1 outlines the total number of individual coaching hours and collaborative coaching hours as well as the total number of coaching hours for each

teacher participant during the five-month duration of the intervention. During the five-month intervention implementation, the literacy coach met individually with each teacher participant as well as with the teacher participants in collaborative groups, grade level teams, or small groups, to develop curriculum, assessments, and resources to support instruction. Both the individual coaching sessions as well as the small group coaching sessions were recorded within the coaching log and were reflected upon within the reflective journal portion of the coaching log. The total number of individual coaching hours ranged from 4.95 hours to 14.5 hours while the total number of collaborative coaching hours ranged from 12 hours to 21 hours. The total number of coaching hours ranged from 16.95 hours to 31 hours with six out of the seven teacher participants meeting the total of 20 hours or more of contact time with the literacy coach during the five-month intervention duration. This data supports high fidelity of implementation of the literacy coaching intervention for six of the seven teacher participants. One teacher participant did not meet the 20 total hour coaching standard established.

Table 5.1

Coaching Frequency

	Total Number of Individual Coaching Hours	Total Number of Collaborative Coaching Hours	Total Number of Coaching Hours
Teacher A	4.95	12	16.95
Teacher B	14.5	12	26.5
Teacher C	10	21	31
Teacher D	8.82	12	20.82
Teacher E	8.08	16	24.08
Teacher F	7.75	21	28.75

Teacher G	8.75	21	29.75

RQ1 discussion. While there is a gap in the research specific to the duration and number of contact hours and highly effective literacy coaching models, the research does suggest that highly effective professional development lasts at least a semester in duration and includes 20 or more hours of contact time (Desimone, 2009; Garet et al., 2001). Within the qualitative semi-structured interviews, the teachers discussed the planning and work completed with the coach during these small group and grade level team sessions. The coaching logs and reflective journal entries completed by the literacy coach indicated that the small group coaching sessions took place with teacher participants who taught the same grade level, and that these sessions were focused on co-planning or the development of curriculum and resource materials to meet the range of student academic strengths and needs within their classrooms. Through the interviews, it was evident that the planning, reflection, and work completed during the small group and grade level team sessions was interconnected with the planning, reflection, and conversations that took place during the individual coaching sessions. Within the research of Fletcher (2012) as well as Kraft and Blazer (2016), coaching programs are described as centered on a process that involves individualized feedback through meeting with a coach in a one-on-one or small group setting. Because both the individual and collaborative coaching sessions were focused on the intended outcomes of the literacy coaching intervention, aligned to the definition of a coaching professional development program, and "centered on an individualized feedback process" (Kraft & Blazer, p. 4, 2016) between the teacher

and the literacy coach, the total number of hours of each type of coaching session was documented and analyzed to assess the dosage of the intervention.

The small group coaching sessions were not expected, and the weekly coaching schedule was not created to provide time for small group coaching. The literacy coach described that these small group coaching sessions were scheduled because teachers expressed an interest or desire to collaborate to address similar needs or goals. These small group coaching sessions occurred at the end of the student day when teachers were still working or time was provided with substitute coverage to allow for these coaching sessions to take place. These findings have implications for practice, as the literacy coach can work with administrators to schedule consistent time for these small group coaching sessions to occur throughout the school year. This will allow for the literacy coach to facilitate a collaborative process of planning, sharing, and reflection to better support these teachers in meeting the diverse student needs within their classrooms.

RQ2: Coaching models used. The second process evaluation research question addressed fidelity of implementation specific to the quality of delivery and asked, "What coaching models were used during the coaching sessions?" Table 5.2 includes the percentage of total literacy coach-teacher contact hour time spent using each coaching model recorded throughout the intervention by the literacy coach. The greatest number of literacy coach-teacher sessions, 63.5% of the total coaching sessions, was dedicated to the coaching model of developing curriculum and resource materials. Co-planning a lesson or a series of lessons was the second most frequently used model across the duration of the intervention, with 24.8% of the total coaching sessions being dedicated to this type of work. Some time was dedicated to emotional support and listening, 6.2%,

and to providing an overview of the literacy coach role, 2.9%. The literacy coach-teacher sessions were not used for modeling of a lesson or co-teaching a lesson, and only one 47-minute session was used for observing a lesson, which was 0.82% of the total coaching sessions across the intervention period.

The literacy coach defined curriculum and resource material development as an activity that includes rereading and defining the expectations outlined within the PA Core English Language Arts standards, developing stronger learning targets that support student achievement of the standards, revising summative and formative assessments, seeking texts or resources to support student learning, and creating additional teaching materials to support students. The literacy coach defined co-planning as working side-by-side with a teacher participant to collaboratively develop a lesson plan that achieves the teacher's intended student outcomes.

Table 5.2

Models of Coaching

Coaching Model	Percentage of time
Modeling of a lesson or lesson component	0.0%
Co-planning a lesson or series of lessons	24.8%
Co-teaching a lesson or series of lessons	0.0%
Observing the teacher and providing feedback	0.8%
Overview of literacy coach role	2.9%
Developing curriculum and resource materials	65.3%
Emotional support and listening	6.2%

RQ2 discussion. While the coaching log was prepopulated with the four coaching models suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009), the literacy coach noted three additional coaching models that were not included in the initial list. As noted in the description of the implementation process, the first coaching session was used to provide each teacher with an overview of the literacy coach role to ensure that each teacher participant had a solid understanding of the role of the coach (Mangin & Dunsmore, 2015). This session aligned with the 2.9% of total sessions dedicated to this work as indicated in Table 5.2

Developing curriculum and resource materials was not one of the four models pre-populated on the coaching log, but it was the model most frequently used during the duration of the intervention implementation. This was unexpected and surprising to the student researcher, so additional research was sought specific to literacy coach-teacher activities. When defining the activities conducted by a literacy specialist or literacy coach, the International Literacy Association (ILA, 2015) has published a description of the many different activities or models that encompass this role. These activities are outlined by intensity level and include "developing curriculum with colleagues" (p. 11) and "developing and providing materials for/with colleagues" (p. 11). Bean and Eisenberg (2009) also detail the variety of models or roles that a literacy coach can have within his or her work, including supporting teachers as they need curriculum resources to be able to meet the needs of their students.

TABLE 1. Coaching Activities (Levels of Intensity) of Specialized Literacy Professionals

Level 1 (Informal; Building Relationships)	Level 2 (More Formal; Somewhat More Intense; Begin to Analyze Practice)	Level 3 (Formal; More Intense; Focus on Changing Practice)
• Conversations with colleagues (getting to know one another, identifying issues or needs, setting goals, initial problem solving) • Establishing schedules for meeting with groups of teachers and individuals • Establishing norms for collaboration and conversation • Developing and providing materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in study groups • Assisting with assessment of students • Instructing students to learn about their strengths and needs • Coaching on the fly (unscheduled, brief meetings with teachers that provide opportunities for additional coaching)	• Conversations with individual colleagues about teaching, learning, and literacy (analyzing data, lessons) • Coplanning lessons • Revisiting norms for collaboration and conversation to make certain they facilitate group work • Holding team meetings (grade level, data, department) • Analyzing student work to assist teacher(s) in planning instruction • Analyzing and interpreting assessment data (helping teachers use results for instructional decision making) • Making presentations at professional development meetings • Assisting with online professional development	• Conversations focusing on coplanning, coteaching, and teaching dilemmas • Modeling and discussing lessons • Coteaching lessons • Visiting classrooms and providing feedback to teachers as part of the planning/observation/debrief cycle • Individual and group analysis of videotaped lessons of teachers • Engaging in lesson study with teachers • Participating in and leading professional learning communities • Providing support to teachers as a result of teacher performance evaluation outcomes • Involvement in efforts to improve school literacy programs • Facilitating school–community partnership work

Figure 5.1. Coaching activities (levels of intensity) of specialized literacy professionals. Reprinted from *The Multiple Roles of the School-based Specialized Literacy Professionals* by International Literacy Association, p. 2. Copyright 2015.

Within SSD, the high school English teachers were given some flexibility specific to the resources and materials they could use within their classrooms to differentiate instruction and meet the strengths and needs of the diverse learners within their classrooms. Within the narrative portions of the coaching logs, the literacy coach described sessions dedicated to providing curriculum support and the development of curriculum materials to address the needs of students who were struggling or enriching materials for those students who needed additional rigor. Within the semi-structured teacher interviews, Teacher 5 indicated that the current curriculum was not meeting the needs of a large population of students. Teacher 5 stated, "We started to recognize that this content, though meaningful to us, and the majority, we are missing a large, and I say a large population, because many students are not, right now at least, getting the content."

The current curriculum also did not include the opportunity for students to have a choice of texts or the option for students to engage in a book club instructional framework. As the literacy coach worked with the teacher participants focusing on providing students with text choice, the development of curriculum and resource materials was needed to ensure teachers had the learning targets, resources, and texts to provide this choice and allow for book clubs to be successful. Teacher 6 described a need "to totally unmoor our curriculum from specific text" and she explained that revisions needed to be made to the curriculum to support "times where we just might even have a class where a thing isn't jiving, or you know it's not gonna fly, and being able to teach a skill, but get them a text that they can work from, or step them into it, is important." This information suggests that an implication for future practice is providing teachers with time to work with the literacy coach to develop curriculum and resource materials that support the differentiation of instruction. It will also be important to include the development of curriculum and resources as an option for literacy coaching work within the coaching log. This data has the potential to be used by administrators to ensure teachers have all of the professional development, curriculum, and resources needed to effectively differentiate to meet the needs of a diverse student population.

The document published by ILA (2015) and outlined in Figure 5.1 describes a progression of intensity levels for coaching activities or models (Figure 5.1). The coaching models prepopulated in the coaching log and suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009) are also considered to be more intense and possibly require a greater level of trust than developing curriculum and resource materials as per the ILA continuum (2015). As was discussed within

Chapter 3 as well as Chapter 4, there was a need for the literacy coach to build and establish trusting relationships with the teacher participants during the intervention period. Due to the short duration of the literacy coaching intervention, it is possible to wonder if the trusting relationships between literacy coach and teacher participant did not have enough time to develop or were not strongly enough developed to allow for more intense models or coaching activities to occur during the literacy coach – teacher sessions, such as those that were originally outlined within the coaching log.

Within the coaching logs, the literacy coach also indicated that 6.2% of the total coaching session time was dedicated to emotional support and listening or emotional coaching. Hunt (2016) examined the role of emotions within the teacher-literacy coach relationship and found "emotions play a crucial role in how professional knowledge is co-constructed and, thus, deeply influence coaches' and teachers' understandings of themselves, each other, and their practice." (p.342). The literacy coach notes throughout the reflective journal and her coaching log entries show evidence of a need to support the emotional aspect of the teachers specific to changes in curriculum, support for all students, and navigating the conflict with fellow high school English teacher colleagues when there is a philosophical disagreement on content or pedagogy.

RQ3: Teacher experience and participation. The third process evaluation question asked, "What were the prevalent themes within the semi-structured interviews and reflective journal entries related to teacher experience and participation in literacy coaching?" Multiple qualitative data sources, including semi-structured interviews from the teacher participants and literacy coach, literacy coach log notes, and literacy coach reflective journal entries, and audio recordings of the coaching sessions, were used to

examine the activities in which the teacher participant and literacy coach engaged, the degree to which they conducted those activities, as well as data specific to the individual and collective beliefs, practices, and experiences of the teacher participants and the literacy coach. As described in Chapter 4, an inductive coding process was used to analyze the qualitative data sources. While multiple data sources were analyzed, the literacy coach interviews, logs, and reflective journal entries provided the most information specific to the participation and experience of the teacher participants. Table 5.3 contains the themes and codes that were identified through this coding process and included: (a) disengagement; (b) conscious; (c) action; (d) reinforcement; and (e) self-reflection.

Table 5.3

Themes: Teacher-Literacy Coach Participation and Experience

Disengagement - Definition	**Disengagement** - Examples
Teacher is untrusting of the coach and appears to be unwilling to notice or reflect on his/her practice. Teacher frequently cancels coaching sessions and does not reschedule unless prompted. Topics discussed during coaching sessions do not address curriculum or instruction specific to the individual teacher or the students.	From literacy coach: "Continues to try to refocus the direction of coaching conversations to the role of department chair" "There is little to no effort to reflect on teaching practices." "Rather than placing focus on self-reflection, the conversations repeatedly swirl back to opinions of lexile scores and text selection" "Continues to focus upon anything but self-reflection" "Invitation sent but no response to meeting was received"
Conscious - Definition	**Conscious** - Examples
Teacher is trusting of the coach and often seeks emotional reassurance from the coach. Teacher knows he or she wants to grow and change but is unsure of the steps to start.	From literacy coach: "Struggling along with team members to meet the students where they are at while meeting the demands and expectations of the department chair" "Continues to be stuck in a cycle of stress. Much of this stress is self-inflicted."

	"Was appreciative of the moral support while appearing to feel better about things" "When offered options she does not readily accept them" "Not yet able to specify what she would like to work on in her practice" "Says that she wants to grow but has trouble getting over the emotional toll that her students are taking on her"
Action - Definition	**Action** - Examples
Teacher works side by side with the coach to co-plan lessons and assessments. Teacher implements the lessons and assessments developed with the coach and then works with the coach to plan next steps.	From literacy coach: "Conversation focused on where the literacy analysis paper could move to instead of what it is." "Likes to share ideas and show what is taking place in his/her class" "Solicits input on the front end of the work but not always the back end of the work" From teacher participants: "Trying to explore a way the poetry project can be done in Canvas (learning management system)" "Really gave us a lot of resources to pull from"
Reinforcement - Definition	**Reinforcement** - Examples
Teacher has a strong understanding of his or her professional strengths and needs. Teacher has a strong understanding of his or her students' strengths and needs. Teacher's understanding of self and/or students generates an action. Teacher seeks reinforcement of success from the literacy coach	From literacy coach: "Discussed methods of notetaking that were real word and purposeful" "Would like to revise methods used to achieve the final literary analysis paper"" "Opened up to many of the ideas and suggestions made without passing the torch back to me to make them happen" "Using a journal for the first time for students to begin to think about collecting notes in a new way that is more open and collegial" "Discussed what their goals were for the unit and why this unit lives" "They thought about what they wanted their students to learn and about how to approach the summative"
Self-Reflection - Definition	**Self-Reflection** - Examples
Teacher has a strong understanding of his or her professional strengths and needs and the teacher can identify specific areas in which he or	From literacy coach: "Teacher D is seeking a true thinking partner." "Asked to begin to focus upon feedback for her honors courses. The plan is work through

she would like to grow based on these strengths and needs. Teacher consistently seeks to learn, reflect and improve. Teacher repeats the cycle to improve his/her instructional practice.	questioning, engagement, etc. with the goal of seeing whether or not the students in those classes are reaching their potential" "Already rethinking how they would like to plan and adjust for next year" "Presents ideas for thoughtful discussion at each meeting" "They are heavily reflecting on The Odyssey and the approach to which they took in teaching the unit. The areas of thought include reflection on timing, approach, and where it might fit better as an overall shift." "The collaborative reflection time to basically…critiquing, reviewing, and reflecting on what you've done… and so it's through that process that has made me think about… 'Am I getting any of the results that I wanted? How could I change it?'"

The theme of disengagement was defined by multiple characteristics of the experience including: (a) lack of trusting relationship between the teacher and coach; (b) unwillingness by the teacher to reflect on his/her practice; (c) teacher cancelling coaching sessions and not rescheduling unless prompted; and (d) seeking to discuss other literacy topics rather than his/her own lesson planning or instruction. The qualitative data sources demonstrated that two of the seven teacher participants had been at a "disengagement" level specific to their participation and experience with the literacy coach. Within her reflective coaching journal, the literacy coach described her session with Teacher A, "continues to focus upon anything but self-reflection," and with Teacher E she notes regarding the weekly meeting, "invitation sent but no response to meeting was received." There were also approximately five weekly reflective journal entries that noted Teacher A would try to redirect the attention of the coaching session from self-reflection on

instructional practices to gather the literacy coach's opinions on specific content area topics, such as lexile scores or text complexity.

The theme of conscious was defined by the following experience or participation characteristics: (a) trusting relationship with the coach; (b) a need for emotional reassurance; and (c) expresses a desire to change and grow but not sure how to get started. Four of the seven teacher participants had a "conscious" level of participation or experience during their work with the literacy coach at some time during the literacy coaching intervention. The literacy coach described how she supported Teacher B with, "feedback on a particular letter of recommendation for a student" which she describes as indicative of the formation of a trusting relationship but not one that was focused on instructional practices. The literacy coach also described how three of the four participants who experienced a conscious level of experience would often focus some of their coaching sessions on issues specific to the pressures associated with co-teaching or "when offered options they don't readily accept them."

The theme of action was defined by: (a) the teacher and coach working side by side; (b) co-planning lessons and assessments; (c) implementing co-planned lessons or assessments; and (d) planning next steps. During the duration of the literacy coaching intervention, six of the seven teacher participants experienced some level of "action" experience or participation when working with the literacy coach. Teacher F described one element of her co-planning with the literacy coach as "trying to explore a way the poetry project can be done in Canvas (learning management system). Teachers C and G explained how the literacy coach "really gave us a lot of resources to pull from." The literacy coach defined the work at this level of participation or experience when she

explained her work with two different teachers as these teachers "solicit input on the front end of the work but not always on the back end." The theme of action focused on the planning for the teacher's implementation of a specific lesson, but at this level of participation or experience, there was no reflection following the planning or lesson implementation.

The themes of reinforcement and self-reflection seemed less prevalent. The "reinforcement" level was defined by: (a) the teacher has a strong understanding of his or her professional strengths and needs; (b) teacher has a strong understanding of his or her students' strengths and needs; (c) teachers' understanding of self and students generates an action; and (d) teacher seeks reinforcement of success from the literacy coach. The literacy coach described the work of a teacher at this level of experience as she "discussed what the goals were for the unit and why this unit lives." The literacy coach explained that some of the teacher participants openly described their strengths and areas of need as a teacher and these identified areas prompted the goals that the teacher participants established for their work with the literacy coach. The theme of reinforcement was different from the theme of self-reflection, as the teachers who experienced a self-reflection level of experience were described as "seeking a true thinking partner" as well as moving through cycles of planning, implementation, reflection, and using the new learning to push this cycle of improvement forward. The "self-reflection" level of experience or participation was defined as: (a) teacher can identify areas to grow; (b) teacher seeks to learn, reflect & improve; and (c) teacher repeats the cycle to improve his/her practice. At some point during the five-month

intervention, five of the seven teachers experienced the "reinforcement" level, while three of the seven participants experienced the "self-reflection" level.

Literacy coach continuum of experience. After the inductive coding analysis was completed, the researcher conducted a second analysis of the content within the literacy coach log notes and the reflective journal entries as well as the timing of these data sources to identify how each teacher participant moved along a continuum of teacher experience (see Figure 5.1). The continuum was used to show progression of teacher experience and level of participation throughout the duration of the intervention. This data analysis found that one teacher ended the intervention at the "disengaged" level, one teacher ended between the "conscious/action" level, two teachers ended between the "action/reinforcement" level, and three teachers ended at the "self-reflection" level. This continuum of experience demonstrates that six of the seven teacher participants experienced movement across levels of participation toward greater self-reflection of their instructional practices and a cycle of continuous improvement. The teacher who began and ended the literacy coaching intervention and ended at the "disengaged" level of experience participated in less than 20 hours of total coaching hours, frequently missed or did not make up his coaching sessions, and did not focus on instruction during the coaching sessions.

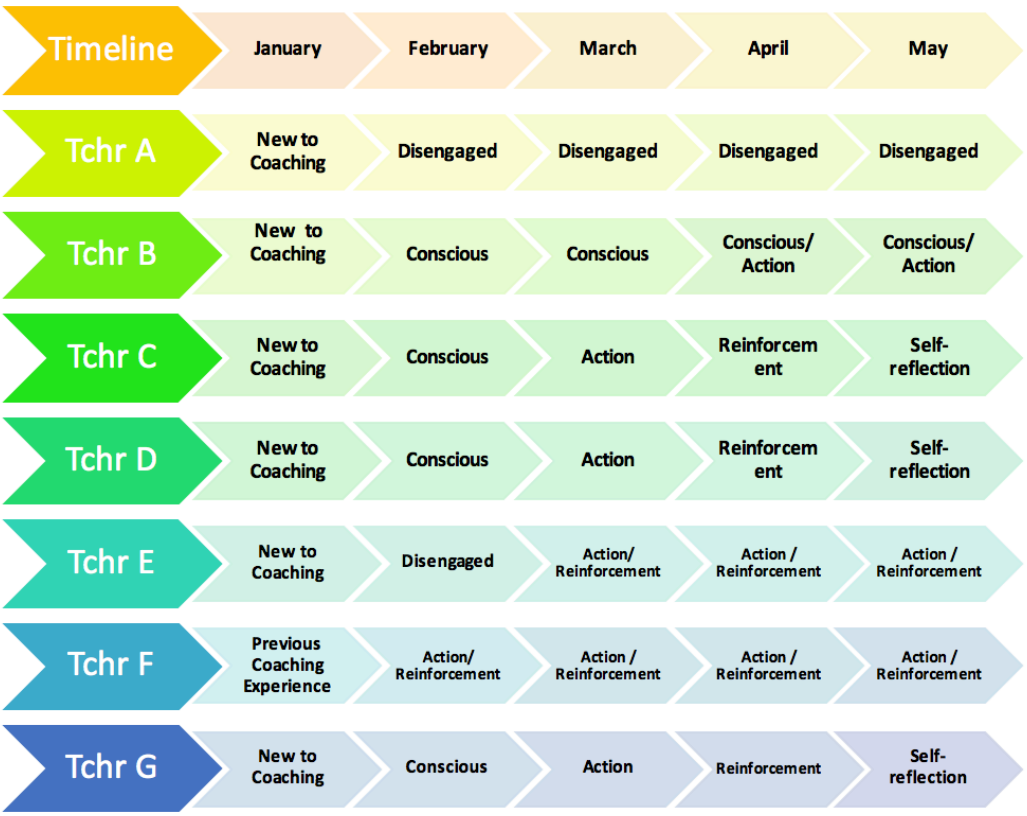

Figure 5.2 *Continuum of teacher experience from January to June 2018*

RQ3 Discussion. There was a wide range of growth or movement in the quality of the coaching sessions across the seven teacher participants. The literacy coach captured this wide range specific to the level of experience and participation in the literacy coaching within her interview:

> Some were like, it was like their lifeline. They were like, what time are you coming? When are we doing it? Others would blatantly blow off or forget or just ... And it was a repeated pattern that I could see as a coach, over time, and I would try to re-route them and say, hey, I'm coming tomorrow, don't forget! And even at that, at times, there would be last-minute cancellations.

While not all of the teachers moved to a "self-reflection" level of the continuum, six of the seven teacher participants experienced some movement along the continuum of

teacher experience during the literacy coaching intervention. In terms of building trust, which is critical for the success of an effective teacher-literacy coach partnership, the literacy coach commented:

> I had a teacher, there are a couple. I had one teacher look at me at the end of a session and say, "Every person should have a chance to be with you." And I took that as a high compliment because it told me that they were feeling safe with me. I've had other teams of teachers say to me, "I look forward to this every week." So, milestone as far as making huge changes, no. But milestone in building trust which is really the first step, I think is huge.

In addition, all seven of the teacher participants indicated within their interviews that they were eager to work with the literacy coach in the subsequent school year. Teacher 4 stated, “Yes, I want to continue working with (the literacy coach). That’s a definite.” Teacher 2 noted, “I would absolutely love to continue to work with (the literacy coach). I think the professional growth that came out of the structure, the meetings, was beneficial to everybody. Most importantly, our students.” The teachers also described in detail their goals for their work next school year with (the literacy coach). The work that the teachers described as they explained their goals was work that would continue to move the teachers along the continuum of teacher experience toward self-reflection and a cycle of continuous improvement or growth. Themes of future work included the cycle of observation, feedback, and reflection as well as specific differentiated literacy practices with increasing the opportunities for student choice of texts being the most frequent of the literacy practice goals outlined by the teacher participants.

The audio recordings collected monthly for each teacher participant during the first five minutes and last five minutes of a coaching session did not provide as much information specific to the goals or focus of the literacy coaching work as was expected by the student researcher. During the professional development provided to the participants about the role of the literacy coach, information was not shared specific to the structure of or how each coaching session would be run. The data suggested that the literacy coach worked to focus the work by restating or summarizing the work completed in the previous coaching session and then asked questions of the teacher participant to determine a focus for the current session. The literacy coach appeared to take a flexible approach to her coaching by engaging in casual conversation, listening to current frustrations, and asking questions to clarify a focus for the current work when the teacher did not state the goals or outcomes. When considering implications for future research, it will be important for the student researcher to consider working with the literacy coach to determine whether more structure is needed for the coaching session format and to consider recording more frequent coaching sessions to have a larger data set to analyze.

Outcome Evaluation

The logic model for the literacy coaching intervention identifies short-term, intermediate, and long-term outcomes. Using a convergent parallel mixed methods design, quantitative and qualitative data specific to teacher self-efficacy, teacher knowledge, and teacher use was collected and analyzed to ensure a greater depth and breadth of understanding of the problem of practice (Johnson, Onwuegbuzie, & Turner, 2007).

RQ4: Changes in teacher self-efficacy. To evaluate intervention outcomes, the fourth research question asked, "To what extent did teacher self-efficacy related to providing students with text choice and implementing small group instruction increase after participating in literacy coaching?" Qualitative data was collected using three semi-structured interviews with the teacher participants and literacy coach (pre-intervention, mid-intervention, and post-intervention), as well as reflective journals completed by the literacy coach through the duration of the intervention. Quantitative data was collected using a pretest and posttest Teacher Self-Efficacy Survey.

Qualitative findings. Qualitative data provided insight into the process of efficacy development that took place during the five-month intervention period. Through an analysis of the qualitative data, five themes were identified with two or three codes in each theme. Table 5.4 outlines the themes and codes found through the coding analysis as well as examples from the data to support each code. The self-efficacy themes included: (a) instruction; (b) adapt instruction to meet individual needs; (c) provide students with text choice; and (d) motivate students. While self-efficacy specific to the implementation of small group instruction was one of the constructs used within the deductive coding process, there was little to no evidence to support a theme within this area. While two teachers and the literacy coach discussed the use of small group instruction within one curriculum unit of study, there was no evidence of self-efficacy for implementing small group instruction across the interviews or coaching reflective journals.

Table 5.4

Teacher Self-Efficacy Themes and Codes

Code	Number of Participants Citing Evidence	Examples
Theme: Self-Efficacy Instruction		
Implementing reading strategies into instruction	3	"(The literacy coach) I think identifies more with the struggling learners, which I think helps me because she gives strategies that I can use that are applicable." "(The literacy coach) has increased my confidence. Through her portfolio of ideas of ways to reach all learners and readers and that (the literacy coach)'s expertise was helping me look really at different reading strategies."
Focus on skills and strategies applied across texts	4	"Kids can practice the skills that we've been focusing on with *Of Mice and Men* independently in *Impossible Knife of Memory*." "And we went through these strategies now, here's your chance with an easier text to show that you could achieve them on your own and feel pretty confident, which I think they did." "Just not seeing the text for the content. Seeing how we can find a skill and also make it relatable to them is one of my biggest takeaways.
Theme: Self-Efficacy Adapting Instruction		
Tiered assignments and assessments	3	"I think for the Academic A, there were definitely more times when I got to push kids up that I thought were ready. So, for example, these modified curriculum kids, they only had to do an introduction and one paragraph but there were a couple (of these students) who I encouraged to do two paragraphs." "I feel like the creating, the implementation of differentiating—I'm doing a great job with. Like how do I tier these assessments and lessons in a way that works for all learners."

Alignment with student interests	4	"We talked about doing a book that was even more accessible in that it is a high interest book." "So. I felt it was very important that we change, and not do *A Separate Peace* for this group, because these kids needed to see that they can. Not that a lot of them couldn't do *A Separate Peace*, but it's also they were not gonna buy into it unless there was a story that was quick, fast-paced, and in your face. And you can't pick one more in your face than *Of Mice and Men*."
Theme: Self-Efficacy Student Choice of Texts		
Comfort with not knowing every book	2	"But it's interesting to know, that you really, I don't know, but when you're teaching this skill you really don't have to know everything in that book." "Because that was one thing I was really anxious about, like, well I can't read all 10 of these books what are going to do though. But as I, like, navigated around the classroom I would ask the skill based questions and if they didn't know them then I kind of knew as a teacher like they're either misinterpreting because they're trying to get somewhere or they have no idea what I'm talking about and then they are not reading. "
Selection of book choice to interest students	3	"I really want to just show them that they can read a text and understand it and bring back the joy of reading." "Kids can't learn from books they don't read." "So if we do want them to read, I feel like those moldy old books in the book room can't be the only things that we're providing."
Use of book club model	3	"I'm doing with her encouragement, planning two book clubs now and one again in the end of the year. So the kids are just reading more books." "I think the largest change was the format structure of the book clubs. We rewrote our *House on Mango* unit to be more of the book club format and structure. " "I didn't know how to fix that but in working with (the literacy coach) also, we came up with different strategies for them, formulating discussions, taking notes, them having

		different tasks to do so that I would be able to go around and listen to each group and evaluate each group. So it gave me kind of more of a focus to look for in those clubs and I liked that because I needed something concrete to hold onto."
Theme: Self-Efficacy Motivate Students		
Student participation in class discussions	6	"Like I will say my discussions before, I felt like 10 students left and didn't get anything out of class. They'd turn in their written work but I felt like that was a worthless class for them. And I don't feel that right now. So yeah, I feel like really successful with that." So, it was really nice this year to have a new way of thinking because I never I never heard kids talk so much because they were talking about texts that they loved and characters that they found interesting
Student completion/enthusiasm of the reading	4	"I think it was good for them to see that they can tackle a text and bring out these bigger ideas by reading themselves. Which was like, we're all nervous but they did it." "And I had kids who were reading way ahead than what we were assigning. I mean, they just couldn't put it down." "But I find that if you can get kids to feel like they can, I think then they were more likely to rise to a challenge than if they've been constantly told they can't."
Use of student surveys to gather feedback	3	"Open-ended questions where the kids are responding, and it's anonymous. But the feedback they've shared, that the teachers have shared the feedback with me, and it's really genuine because the kids aren't getting a grade for it, so it's not like they're going, you know, making things up." "I also have a couple teachers who are getting feedback from parents. And the feedback is, "I haven't seen my child pick up a book in months, and they've picked up a book. Can you tell me something else they might want to read?"

Self-Efficacy: Instruction. Within the self-efficacy construct of instruction, two codes were identified: (a) implementing reading strategies into instruction and (b) focus

on skills and strategies applied across texts. Three of the seven teacher participants spoke about how their self-efficacy had increased specific to implementing reading strategies within their classroom as a result of their work with the literacy coach. The teacher participants spoke about the literacy coach's expertise as a reading specialist and her ability to "identi(fy) more with the struggling learners." The teachers described how she provided them with specific strategies that they could use in their classroom to scaffold and support their students who were struggling with the reading comprehension, as well as the writing. These strategies included the use of graphic organizers to support students' ability to pull evidence from the text to identify and support a theme as well as their ability to take notes from a primary source and then summarize what they had learned from the research.

Four of the seven teacher participants experienced an increase in their self-efficacy specific to a focus on applying skills and strategies across more than one text. For these four teachers, they described using a common whole class text to model and teach specific skills and strategies, and then they provided students with opportunities within the class to apply these skills and strategies within other texts or even to movies. Teachers 4 and 7 worked with the literacy coach to plan a unit of study on *The Odyssey*. Rather than focusing the unit on the plot and events that took place within the text as they had in years past, these teachers worked with the literacy coach to focus the goals of the unit on the archetypes within *The Odyssey* and how knowing and understanding archetypes can support a reader's understanding of the this particular text—as well as many other texts and movies. Teacher 4 describes their work specific to the archetype of the "mentor figure:"

> They were reading about heroes and *The Odyssey*, and then we pulled an excerpt from *Tuesdays with Morrie*, and then we showed them a clip from "The Blind Side" and asked them how do we see this mentor figure in these two texts? Are they similar? Are they different? Students were really engaged because it wasn't just about *The Odyssey* now.

Teachers 4 and 7 described how they were then able to develop a group project to demonstrate their understanding of the archetypes by applying their learning to a movie of their choice and presenting their thinking to the class.

Teacher 3 spoke specifically about her work with the literacy coach to model and teach through a whole class reading of the novel, *Of Mice and Men*, and then her work with the students to provide them with opportunities to apply these same skills and strategies within a text she believed was of higher interest to her readers, *Impossible Knife of Memory*. She describes her work with the literacy coach:

> (The literacy coach) has been amazing to work with. Just how do we then apply it and how do we broaden our questions as teachers so you are not asking more about the content of one specific book but you're asking those broader skill-based questions like 'How does the author characterize these people in the book? And then what purpose does that serve? So, then you can then apply that?'

All four of the teachers who described increases in their self-efficacy specific to focusing on the application of skills and strategies across texts spoke to the support and resources the literacy coach provided to ensure their success. Teacher 4 explained, "She helped us come up with the movie list. She helped us pull different passages from *Tuesdays with Morrie* and *The Blind Side*. She really gave us a lot of resources to pull from."

Self-Efficacy: Adapt Instruction to Individual Needs. Within the construct of self-efficacy to adapt instruction to individual needs, two codes were identified: (a) tiered assignments and assessments; and (b) alignment to student interests. Three of the seven teacher participants described how they tiered their assignments, projects, and assessments to meet the needs of their learners, specifically describing the ways in which they improved or felt more confident in their ability to adapt to meet the needs of the learners who were struggling and those who were more advanced in their understanding of the content or skill. With students with identified learning disabilities fully included in their classrooms, the teachers described the need to adjust the amount of reading, the length of the assignment, and the expectations within the assignment for those students who received a modified curriculum as outlined in their individualized education plan (IEP). Teacher 7 describes how she adjusted for these students, "These modified curriculum kids, they only had to do an introduction and one paragraph, but there were a couple who I encouraged to do two paragraphs." She also describes how she was able to push or adjust her expectations for those students who were able to understand the content more fully as well as demonstrate their understanding with higher expectations. When asked if her confidence has increased specific to her ability to meet the needs of the diverse learners within her classroom, Teacher 6 describes how her confidence specific to her ability to adjust her instruction to meet the strengths and needs of her students increased through her work with the literacy coach, "I feel like the creating, the implementation of differentiation, we're doing a great job with."

All three of the teachers who indicated that they felt more self-efficacious in their ability to adapt instruction also explained their work in tiering their assessments in a

similar way. Prior to the start of the intervention, Teacher 4 stated, "Where I am uncomfortable is differentiating up." But in her post-intervention interview, Teacher 4 shares her success in adjusting her assessment to meet the needs of her more advanced learners, "Tiering up, actually, went really well. I think for the summative assessment," and she describes how she asked her more advanced learners to respond to a summative assessment essay questions with evidence across three text vignettes rather than one or two vignettes.

The second code identified within self-efficacy specific to adapting instruction was adapting instruction to align with student interests. Four of the seven teacher participants described how their confidence and self-efficacy had increased in their ability to better align their instruction and content to student interests. Teacher 3 shared how she worked with the literacy coach to consider how she could adapt her instruction to increase student interest and student engagement. She describes how her students struggled to identify with their unit of study focused on Shakespeare's *The Merchant of Venice*, "I didn't feel like we were reaching the kids, and I was really bummed out…The minute we shifted into Shakespeare, they shut down, and I think it was because it's just too much, too difficult for this group." Teacher 3 explains, "And then we got this opportunity to be with the coach. She was integral in pointing out, well maybe, we need to bring in some high interest texts." In her post-intervention interview, Teacher 5 explains the outcome of making the adjustment to a whole class text that aligned more with the interests of the students, "I think their (students') reactions to the text and what I'm seeing in the classroom, we made the right choice. So yes, my confidence has increased, because we, because you've seen that you made the right choice."

Teacher 7 describes how she changed and shifted her thinking about her own strengths over the duration of the intervention and how her flexibility contributed to her ability to adapt her instruction to align with student interests:

> Yes. I think one of my strengths is definitely being more flexible in what I think the kids need. I think working with (the literacy coach) has given me the opportunity to do that even more so because within the choices of picking their own book or picking their own movie or picking their own archetype that they'd like to do, that offers flexibility that other classes and projects don't. I even think too in that it allows for more interests, so the kids can pick *Star Wars* or *Lord of The Rings*, and other kids picked *Moana*.

When the literacy coach was asked specifically about the changes in teachers' self-efficacy and confidence specific to the construct of adapting instruction to align with student interests, she responded by describing her work with Teachers 3 and 5:

> I would say absolutely. There were several who felt like, once they saw what their kids could do, it was amazing to them. I worked with a couple of 10th grade teachers in particular where we allowed and pushed for, from the coaching end, a shift in the whole class text that was used, and the material that came out of the kids, the responses, the connectedness, because they were better able to connect to the text, allowed them to be like, wow, just by giving a different book, I received such higher-quality thinking, and then they played with it a little more, they're not quite where I'd like them to be, but they were so much more open to exploring, what's gonna hook this kid? Versus, I wanna teach this book. So, differentiating

based, at least in the reading aspect, towards what interests the child versus what has always been done.

In her work with Teachers 3 and 5, by supporting them in considering the individual needs of her students and using their interests as well as their academic strengths and needs to revise the text selections, the teachers' self-efficacy increased specific to their ability to adapt their instruction to meet individual student needs.

Self-Efficacy: Provide Students with Text Choice. Three codes were identified within the coding analysis of the qualitative data specific to self-efficacy for providing students with text choice. These codes included: (a) providing students with choice to engage students as readers; (b) comfort with not knowing every book; and (c) use of the book club model. Over the five-month duration of the intervention, the qualitative data analysis provided evidence that three of the seven teacher participants experienced a positive change in their self-efficacy specific to providing students with text choice to engage them as readers. Of these three teachers, Teacher 6 spoke extensively about how her confidence and comfort in her ability to provide students choice to select any book as long as it met the genre or theme requirements that she outlined. She also described how she felt strongly that, "Kids can't learn from books they don't read."

A second identified code within the self-efficacy construct of providing students with text choice was teacher comfort with not knowing every book the students were reading. Teacher 6 was one of two teachers who indicated that their confidence had increased specific to being comfortable working with students who were reading books that she had not read or did not know. She described how her comfort in managing students within independently selected books increased over the duration of the

intervention and how she shifted to a workshop model of instruction within her high school English classroom as it better supported students working in book clubs around choice texts as well as their work within their independent reading books. She remarked about the positive change in student engagement and academic growth that she observed just from "changing our perspective and mindset in general of how we approach a text."

Teacher 7 was the second teacher who indicated an increase in her self-efficacy specific to her comfort in teaching and working with students who were reading books that she had not read. Within her first interview, Teacher 7 spoke about her concerns with allowing students to have choice because she was unsure how to know that a student had read the book or how she could formatively assess student comprehension of their self-selected book club book. While apprehensive and concerned about these aspects of allowing students to have choice of texts, Teacher 7 worked with the literacy coach to implement a unit of study that used book clubs to examine dystopian fiction with 12th graders. At the conclusion of the intervention period, Teacher 7 stated:

> And it's also interesting, like, I did not know all the dystopian texts. I did not read them all. But it's interesting to know that when you're teaching this skill you really don't have to know everything in that book. You can kind of tell who's reading and who's not because you know as a teacher what kind of questions to ask anyway. Because that was one thing I was really anxious about, like, well I can't read all 10 of these books that we are going to do. But as I, like, navigated around the classroom I would ask the skill-based questions, and if they didn't know them then I kind of knew as a teacher like they're either misinterpreting because they're

trying to get somewhere or they have no idea what I'm talking about and then they are not reading.

The third sub-construct within the teacher self-efficacy construct of providing students with text choice was the use of the book club model or instructional framework. Three of the seven teacher participants spoke about their confidence in planning for and implementing book clubs within their classroom that allowed for student choice. Teacher 4, Teacher 6, and Teacher 7 described how they worked together with the literacy coach to plan a cultural capital book club unit of study within their 9th grade English classes. Teacher 4 explained that one of the goals of this unit was to allow for student choice and "to bring more diverse texts to our students and to have them read more than just your standard Caucasian family, mom, dad, etc." In addition to the 9th grade cultural capital book club unit, these three teachers also led between one and three additional book club units during the duration of the intervention.

While the other four teacher participants did not experience a change in their self-efficacy in this construct during the intervention period, they all indicated in the final interview that they would work with the literacy coach the subsequent year with a focus on implementation of book club model that allowed for student choice of texts. The one teacher participant who did not demonstrate movement or positive change in any of the self-efficacy constructs over the course of the five-month intervention shared, "Another goal with that is, you know, next year I definitely want to try book clubs. I wanna try that in all the classes." While this teacher participant did not demonstrate an increase in teacher self-efficacy specific to providing students with text choice, the teacher appeared

to have a greater desire and willingness to pursue the implementation of student choice of text at the conclusion of the intervention than prior to the intervention beginning.

Self-Efficacy: Motivate Students. Across six of the seven teacher participants, the theme of teacher self-efficacy specific to motivating students was the most frequent. Within the interviews prior to the start of the intervention, all of the teacher participants expressed frustration and a concern about their ability to engage and motivate students across all academic levels within various components of their English class. The teachers described a lack of confidence in their ability to engage students in reading the assigned texts, participating in the class discussions, and completing the assignments throughout a unit of study. As the teachers worked with the literacy coach, six of the teacher participants described how their literacy coaching sessions were influential in prompting, supporting, and pushing their thinking specific to how they could shift their curriculum implementation and instructional approach to engage more students. The qualitative coding analysis identified three codes specific to self-efficacy to motivate students: (a) student completion of and enthusiasm for reading; (b) student participation in class discussions; and (c) use of student surveys to gather feedback

Six of the seven teacher participants indicated that they felt more confident and saw success in student motivation to participate in class discussions. Teacher 3 describes her work within the classroom and how the students responded, "So, it was really nice this year to have a new way of thinking, because I never, I never heard kids talk so much, because they were talking about texts that they loved and characters that they found interesting." Teacher 5 explained throughout her interviews how she was working with the literacy coach to implement strategies to engage all of her students because she was

concerned about the students who were not participating or were not actively engaged in the learning. She describes her frustration, "I felt like 10 students left and didn't get anything out of class. They'd turn in their written work but I felt like that was a worthless class for them." When she was asked in her post-intervention interview about her feelings specific to her inability to engage students previously, she explains, "I don't feel that right now. I feel really successful with that." Teacher 5 described one of the models she used to engage more students in her discussions, "I did a fishbowl discussion and I played with the model of the fishbowl to get it to the point where I felt like students were engaging readily with one another and in a more, I guess focused direction."

Four of the seven teacher participants also indicated an increase in their self-efficacy specific to their ability to motivate students to complete their reading or be enthusiastic about their reading. Teachers 3 and 5 worked with the literacy coach to revise their 10th grade unit of study to consider the interests and reading levels of their students. Through their work with the literacy coach, they paired a core text, *Of Mice and Men*, with a second text they believed would be of more interest to their students and in which the students could apply the skills they were teaching in the core text independently. Within the second text, *Impossible Knife of Memory*, Teacher 3 explained, "And I had kids who were reading way ahead than what we were assigning. I mean, they just couldn't put it down." When discussing the work with the literacy coach to develop and implement these changes, Teacher 5 noted, "And then I got them to read, even if it was just one book."

In addition to the changes they made to their instructional approach and delivery as well as their curriculum design through the work with the literacy coach, three of the

teacher participants collaborated with the literacy coach to develop and administer student surveys to gather data on students' level of participation, engagement, and motivation in response to the changes within the second semester units of study. The teachers described the overwhelming positive responses from the students about the changes and how this student feedback had a positive impact on their confidence and ability to motivate students. Teacher 4 described, "So, it was like a fresh start when we got that kind of response."

Quantitative findings. Quantitative data was collected through a pretest and posttest Teacher Self-Efficacy Survey.

Reliability analysis of survey tool. Because the teacher self-efficacy survey tool was a new measure, a reliability analysis was conducted for each construct despite the small sample size. A Cronbach's Alpha was calculated and included in Table 5.5. The reliability for the survey tool specific to the self-efficacy constructs of: (a) instruction; (b) adapt instruction to individual needs; (c) provide students with text choice; (d) motivate students; and (e) total self-efficacy had strong reliability. The reliability was low for the self-efficacy construct of implementing small group instruction and therefore was not included in the quantitative results or calculated in the total self-efficacy results.

Table 5.5

Reliability Statistics for Teacher Self-Efficacy Survey Tool

	Cronbach's Alpha	N of Items
Self-Efficacy: Instruction	.924	4
Self-Efficacy: Adapt Instruction to Individual Needs	.943	4
Self-Efficacy: Provide Students with Text Choice	.870	4
Self-Efficacy: Implement Small Group Instruction	-.148	4
Self-Efficacy: Motivate Students	.868	4
Total Self-Efficacy (with small group instruction included)	.787	20

Total Self-Efficacy (without small group instruction included)	.812	16

Table 5.6 outlines the descriptive statistics for the pretest and posttest Teacher Self-Efficacy Survey scores. All seven participants completed the pretest survey, but six participants completed the posttest survey. Only the six participants who completed both the pretest and posttest survey are included in the descriptive statistics. The mean score for each of the self-efficacy constructs as well as the total self-efficacy measured increased from the pretest to the posttest. While the self-efficacy construct of text choice had a small increase from 17.00 to 18.67, the mean score for the self-efficacy constructs of instruction and adapting instruction increased by 3.00 and 2.66, respectively. The standard deviation for the posttest survey scores was also decreased for each construct from the pretest scores, indicating less variability in the scores. The mean score for the self-efficacy construct of motivate students had the greatest increase from 17.67 to 22.33.

Table 5.6

Descriptive Statistics for Teacher Self-Efficacy

	Pretest					Posttest				
	N	Min	Max	*M*	*sd*	N	Min	Max	*M*	*sd*
SE: Instruction	6	20	28	23.67	4.08	6	24	28	26.67	2.07
SE: Adapt Instruction	6	12	28	18.67	5.32	6	18	26	21.33	2.73
SE: Text Choice	6	4	26	17.00	7.77	6	16	20	18.67	2.07
SE: Motivate Students	6	12	28	17.67	6.25	6	18	28	22.33	4.46
Total Self-Efficacy	6	56	96	77.00	13.78	6	80	100	88	7.27

Table 5.7 outlines the results from a paired t-test to compare the pretest and posttest teacher scores for each construct of self-efficacy along with total self-efficacy for

all four constructs. These results indicate only one statistically significant result based on the pretest to posttest analyses. The results of the paired sample *t*-test are statistically significant for the self-efficacy construct of "motivate students" with a p-value of .02. Due to the small sample size, six participants, these results should be interpreted cautiously.

Table 5.7

Paired Sample t-Tests for Teacher Self-Efficacy

Teacher Self-Efficacy Scale	Pretest		Posttest		*t*-test results		
	M	*Sd*	*M*	*sd*	*t*	*df*	*p*
Self-Efficacy: Instruction	23.67	4.08	26.67	2.07	2.42	5	.06
Self-Efficacy: Adapt Instruction	18.67	5.32	21.33	2.73	1.14	5	.31
Self-Efficacy: Text Choice	17.00	7.77	18.67	2.07	.59	5	.58
Self-Efficacy: Small Group Instruction	19.20	1.79	21.60	1.67	2.06	4	.11
Self-Efficacy: Motivate Students	17.67	6.25	22.33	4.46	3.50	5	.02
Total Self-Efficacy	96.80	15.27	109.60	6.84	2.44	4	.07

***RQ4 Discussion*.** Within the qualitative findings across each of the self-efficacy constructs, six of the seven teacher participants demonstrated a positive change or increase in teacher self-efficacy in at least one or more self-efficacy sub-constructs.

Table 5.8

Summary of Teacher Self-Efficacy Qualitative Data

	Tchr 1	Tchr 2	Tchr 3	Tchr 4	Tchr 5	Tchr 6	Tchr 7
Self-Efficacy: Instruction		X	X	X		X	X
Self-Efficacy: Adapt Instruc			X	X		X	X
Self-Efficacy: Text Choice			X	X		X	X
Self-Efficacy: Motivate	X		X	X	X	X	X
Total Self Efficacy Themes	1	1	4	4	1	4	4

Four of the seven teacher participants demonstrated a positive change or increase in all four of the self-efficacy constructs identified as themes, while the rest of the teacher participants only demonstrated a positive change in one of the self-efficacy constructs (see Table 5.8). The literacy coach described the changes she observed in total teacher self-efficacy over the duration of the intervention:

> But definitely, I would say there are more teachers who participated who felt much stronger about their efficacy, and as they were watching the kids grow and they were seeing their life become somewhat easier, they were like, hey, this is really great and the kids are engaged. All of a sudden, they liked being in their classrooms again. They didn't feel like they were burdened. It was, hey, I can do this, and it's not as scary as I thought it was gonna be, and I took a small step and now I'm ready to take ... I started with just one class, and now I'm doing it with four classes, and it's not as scary as I thought it was gonna be, and the kids are responding, and I like what I see I'm getting as my product, and their dialogues are stronger, our conversations are better, our small group work is better, and they were able to see all of those things pull together.

Of the three teacher participants who only demonstrated a positive change or increase in one of the self-efficacy constructs, there was evidence within their qualitative teacher interview data analysis that suggested these teachers did not increase their teacher self-efficacy within the areas identified as themes. When discussing teacher confidence and self-efficacy specific to differentiating instruction for all learners across the three teacher interviews, Teacher 1's self-reported confidence rating specific to meeting the range of student academic strengths and needs within the classrooms did not change from the beginning of the intervention to the conclusion of the intervention. Teacher 1 also described in the mid-intervention and final interview that the students within her/his classes did not require a need for differentiation, and Teacher 1 explained, "I think that whether it's fortunate or unfortunate that the twelve A that I am teaching just happens to be rather a pretty much homogenous grouping. It's there…there's not a wide range of skills within that classroom." While Teacher 1 did demonstrate and self-report an increase in her/his confidence to engage students across the intervention, she/he did not demonstrate evidence of an increase across the other self-efficacy constructs or themes.

Teacher 5 also demonstrated an increase in self-efficacy specific to motivating students but did not demonstrate an increase in self-efficacy specific to the other sub-constructs or themes identified. Within the pre-intervention teacher interview, Teacher 5 described how she/he believes she/he has "a weakness in knowing my student population" and that she/he does not know how to meet their needs effectively. Teacher 5 explained that more time and smaller class sizes could allow her/him to meet the needs of her/his students better. These external factors, along with the challenges of a co-teacher preventing Teacher 5 from trying new things within some of their classes, were

discussed across the second and third teacher interviews as well. Despite additional questions specific to changes in self-efficacy and confidence in meeting the diverse strengths and needs of the students, Teacher 5 focused primarily on how she/he changed her/his approach to student discussions, which increased her/his self-efficacy in motivating and engaging students as well as the external factors that prevented her/him from differentiating for students.

Teacher 2 demonstrated an increase specific to self-efficacy for instruction. Across the three teacher interviews, Teacher 2 described a desire to increase her/his confidence and ability to scaffold her/his instruction to support all students in their ability to read and make meaning from texts independently as well as for all students to successfully complete a literary analysis paper that was an end-of-year culminating project. Across the intervention, Teacher 2's work with the literacy coach was very focused on this goal and the work described within the teacher interviews addressed specifically self-efficacy for instruction. Despite additional questioning, Teacher 2 did not report changes in her/his self-efficacy or confidence specific to the other themes or sub-constructs identified. While the literacy coach reported in her interviews, coaching sessions with a teacher specific to text choice and opportunities for small group instruction while working to support instruction and the literary analysis paper IRB confidentiality does not allow for correlation of the coach and student researcher data.

The coding analysis of the qualitative data found the theme of the teacher self-efficacy construct specific to motivating students had the greatest frequency across the data. While the sample size was small and these results should be interpreted cautiously, teacher self-efficacy specific to motivating students was also the only statistically

significant finding within the quantitative survey results. Across the qualitative interview data collected in the pre-intervention interviews, all seven of the teacher participants indicated that they were concerned about student engagement and their ability to motivate students, particularly those students who were struggling in their standard or academic level classes. The data appeared to demonstrate that teachers sought support from the literacy coach through different means to work toward a greater level of teacher self-efficacy specific to motivating students, including allowing students to have choice of texts, adapting instruction to align to student interests, and using a book club model.

RQ4 focused specifically on the extent of changes in teacher self-efficacy specific to the two differentiated literacy practices of student choice of texts and small group instruction. There was no evidence of changes in the self-efficacy construct of small group instruction within the qualitative data findings, and the reliability for this construct within the quantitative data did not allow for the small group instruction survey results to be included. There was evidence to support that four of the seven teacher participants experienced an increase in teacher self-efficacy specific to the construct of providing students with text choice.

RQ5: Changes in Teacher Knowledge. The second research question asked, "To what extent did teacher knowledge related to providing students with text choice and implementing small group instruction increase after participating in five months of literacy coaching?" Qualitative data collected across three teacher interviews was used to examine the changes in teacher knowledge from the beginning of the intervention period to the conclusion of the five-month coaching intervention. The qualitative teacher interview data was self-reported by the teachers. When conducting the coding analysis of

the qualitative data for teacher knowledge, the first level of coding was deductive and used the effective literacy instructional practices included within the Classroom Observation Tool. A second level of inductive coding was used to explore teacher knowledge more deeply and to identify additional codes that were not included in the Classroom Observation Tool. Four themes were identified, and they all address the overarching construct of pedagogical content knowledge. Shulman (1987) describes that pedagogical content knowledge (PCK) development occurs when there is a significant shift in teachers' understanding "from being able to comprehend subject matter for themselves, to becoming able to elucidate subject matter in new ways, reorganize and partition it, clothe it in activities and emotions, in metaphors and exercises, and in examples and demonstrations, so that it can be grasped by students" (p. 13). The themes identified with the teacher knowledge qualitative data were specific to the pedagogy or instruction that, when implemented, ensures all students, with diverse strengths and needs, are learning the high school English content outlined within the state's expectations and preparing the students for their careers beyond high school. These themes were determined based on frequency and included: (a) modeling; (b) differentiated instruction; (c) student text choice; and (d) instructional frameworks to support differentiation and text choice (see Table 5.9). While RQ5 examined teacher knowledge of the two differentiated literacy practices, student choice of texts and small group instruction, there was little evidence of changes in teacher knowledge specific to small group instruction, and it was not identified as a theme based on very low frequency within the qualitative data collected.

Table 5.9

Teacher Knowledge Themes

Themes	Number of Participants Citing Evidence	Examples
Modeling	5	"I do think it's still very important to model with the core text." "Modeling is essential, so they need to see how my mind breaks down text." "Pulling student work and showing students in the class what one another is doing." "I would see them reading, with our modeling text, a more classic piece, or what we call a staple in literature. Depending on the unit, I feel it might be necessary for them to be reading the whole text, and us teaching the whole text, but ideally pairing it. I think that pairing is key."
Differentiated Instruction	3	"I tend, and this is where I need to grow, I tend to provide a challenge, prompt, or a challenge activity, to extend beyond that. But I haven't been able to subdivide my time in a way to give support on that end that I would like to." "We talked about doing a book that was even more accessible in that it is a high interest book."
Student Text Choice	5	"We've actually started using the librarian this year, to bring in her ideas. She's actually done some book talks for us, to get them interested in other types of interesting reading for their own personal use." "More active independent work in books of their own." I would see running it as in a book club model (next year)… And there's a certain amount, it's not true choice but there's somewhat choice and so I think that's nice too because in 11th grade we don't have that in the curriculum… It doesn't exist as of yet."

Instructional Frameworks to Support Differentiation and Text Choice	6	"That would be my exemplary. The teacher is more the facilitator, the students are actively involved in the learning." "My goal for myself… is to create these active, engaged workshop model classrooms." "We have had them read independently as well and we have an audio book, which is really nice. We've read it together at times. So we've kind of done different things with that, and that was all through (the literacy coach) saying, "Don't just do one method…. So there's guided reading, there's independent parts." "It's almost like a gradual release of responsibility idea. That is what we are trying to do."

Modeling. Modeling was one of the effective literacy practices outlined within the classroom observation tool. Through the qualitative data analysis, it became clear that the teacher participants did not have a consistent understanding of the definition of modeling or what modeling looked like when implemented in a classroom. Within their pre-intervention interview, teachers described modeling as reading the text aloud to students, telling them the important components, and analyzing the text for the students as opposed to the definition in the research literature and used for this research study. In this research study, modeling is defined as modeling the skills or strategies specific to comprehension and analysis and then asking the students to apply them independently in the whole class text, a paired text, and a student-selected choice text. Over the duration of the intervention period, five of the seven teacher participants described how their knowledge of instructional practices had shifted to understanding what modeling is, why it was important to model for students, and then provide them with texts in which they could apply and practice these skills and strategies independently. When asked to

describe an exemplary high school English class in their post-intervention interview, Teacher 3 stated, “You would see teacher modeling, and also student modeling and scaffolding.” Teacher 2 described that within an exemplary high school English classroom you would see teachers, “Pulling student work and showing students in the class what one another is doing.” The literacy coach described the work she did with teachers to support them in acquiring the knowledge specific to modeling, “For me, the victory was the teachers being like, oh, that's how you can take and pair texts, and the target can be the same, and I can really teach the target through this text or this excerpt, but then have the kids work on applying it in this manner.” The data indicated that these five teachers experienced growth in their knowledge and understanding of how to determine which portions or excerpts from the text they could use to model specific skills or strategies and then how to model their thinking.

Differentiated Instruction. Three of the seven teacher participants demonstrated an increase in their knowledge specific to differentiated instruction. Through the analysis of the qualitative data, it became apparent that the teacher participants had different definitions and ideas of differentiated instruction. For the purpose of this study, differentiated instruction was defined as “teacher provides a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment).” This was the definition that the literacy coach used to guide and inform her coaching sessions with individual and small groups of the high school English teachers.

Teacher 4 described how her knowledge of differentiated instruction increased as she worked with (the literacy coach) to learn and understand that she could differentiate in multiple ways. This teacher participant shared how she differentiated to ensure

students were reading texts that were at their independent reading level whether in a book club or independent book selection. She differentiated her class assignments as well as her summative assessments to meet the individual strengths and needs of her students as well as their interests. The students were able to choose the focus area on which they wrote their essays and to select the movies they used to apply archetypes from Greek mythology. Their assignments and assessments were individualized to differentiate for the level of analysis that was expected and the amount of writing they needed to complete to support their thinking. Teachers 3 and 7 also explained how their work with the literacy coach made a positive change on their understanding of the various strategies and ways they could shift or adjust their instruction to ensure they were better able to meet the strengths and needs of their students. Teacher 7 was eager to share how she grew in her understanding of how she could differentiate her summative assessments. She shared how she differentiated the summative assessment for the cultural capital book club unit of study, "Our Tier 2s, which are classic academic A, we gave two vignettes, and our tiers 3, our top kids that we were bumping up to honors, we gave them three. Some of them were just looking specifically at a (literary) device within one vignette, some of them were looking at a device across (texts)." Across the mid-intervention and post-intervention interviews, there were multiple examples of the various ways that Teachers 4, 5, and 7 had differentiated for their diverse learners.

Student Text Choice. When examining teacher knowledge specific to student text choice, five of the seven teacher participants demonstrated an increase in this construct. During the five-month intervention period, these five teachers as well as the literacy coach described within the qualitative data how the teachers grew in their knowledge of

why and how to provide students with text choice. Teacher 6 stated in her post-intervention interview, "So, if we want them to read, I feel like those moldy old books in the book room can't be the only things that we're providing." Prior to the start of the intervention, five of the seven teacher participants expressed concerns specific to student engagement and whether students were actually reading the texts or simply using digital summaries. As the intervention progressed, three of the five teacher participants, who demonstrated growth in their knowledge of providing text choice, spoke about providing students with books of their choice that were engaging increased student motivation as well as ensured that the needs of individual students were met. Two of the teacher participants described how the literacy coach connected the teachers with the resources they needed to select the choice texts that aligned with the focus of their unit. The literacy coach described within her mid-intervention interview how she supported the teacher participants as they grew in their knowledge of why and how to provide students with choice of texts:

> There are teachers who are very used to just going to the book closet, and what has always been and what is in the book closet is what they're allowed to use, and this idea of being able to try different texts or try multiple texts, or look for texts that have good companion texts and being able to explore that with the class as a way to differentiate but also as a way to try just to invite kids back to reading, is something they're excited about but they often don't know where to start.

The teachers described how allowing students to select their texts or select from specific choices provided greater "buy-in" from the students as often the student-selected text choices were more relevant to the students' lives or set in a more contemporary time

period. When the teacher participants allowed the students to choose from specific choices, the teacher was also able to allow opportunities for choice, which supported student motivation but also better matched the reading level of the student or students.

Within the post-intervention interview, the literacy coach shared that as the teachers introduced text choice within their classrooms and they saw the increase in student engagement and motivation, it solidified their understanding and knowledge that providing students with choice could support their ability to meet the needs of the increasingly diverse learners within their classrooms. The literacy coach described:

> However, having gone through it, now seeing that choice does matter to the kids, it will become easier over time for them to start to do that more…. It made the teachers feel better, because they felt like it wasn't that the kids couldn't do, it was that they just weren't interested, and they didn't feel like they were dumbing it down for their kids; whereas, if they had stuck with what was "assigned," they would've felt like they were dumbing it down to such a level of, we're gonna read a page and watch a movie. Read a page and watch a movie. And that wouldn't have really benefitted the kids.

One of the seven teacher participants, whose work with the literacy coach did not include text choice, explained how he or she was very interested in providing book clubs within their classrooms in the fall to ensure students had more choice in their book selection. Teacher 2 describes hopes for the 11th grade curriculum next school year as it pertains to student choice of texts, "I would see running it as in a book club model (next year). And there's a certain amount, it's not true choice but there's somewhat choice and so I think

that's nice too because in 11th grade we don't have that in the curriculum… It doesn't exist as of yet."

Instructional Frameworks to Support Differentiation and Text Choice. Within the second level of coding analysis, the researcher examined the qualitative data more deeply and through an inductive process identified an additional theme that was entitled, "instructional frameworks to support differentiation and text choice." All of the teacher participants experienced an increase in their knowledge specific to the use of an instructional framework, either workshop model or book clubs, to support differentiation and text choice as found across the interview data, literacy coach reflective journals and log, as well as the audio recordings of the beginning and end of the teacher-literacy coach sessions.

The workshop model instructional framework consists of a whole class mini-lesson (10–15 minutes), a large portion of the class period dedicated to independent or collaborative group work or discussions, and a brief share time (5–10 minutes) to end the workshop. Teacher 3 spoke often about the workshop model within her mid-intervention and post-intervention interviews. She shared that she worked with the literacy coach to create "an active and engaged workshop." She also continued to explain that the workshop framework allowed her more time within each period to confer and meet individually with students more often during the writing process. Teachers 4 and 7 spoke about the workshop model as it allowed for them to adjust the way in which they used the time within their class period. As these teacher participants grew in their understanding of the workshop framework, they were able to use the components more effectively to support student learning. They described using their mini-lessons to teach or model a

specific learning target and then they would use the independent or collaborative time to meet with small groups of students, book clubs, or individual students.

In addition to the instructional framework of the workshop model, all seven participants talked about book clubs either in their first intervention, mid-intervention, and post-intervention interviews. The use of book clubs is an instructional approach that supports the differentiated literacy practice of student choice of texts and allows for ongoing formative assessment by the teacher as well as the ability to lead small group instruction. Teachers 4, 6, 7, and the literacy coach shared enthusiastically within their interviews about the number of units they were able to revise in order to implement book clubs. They described their ability to implement book clubs required them to have the knowledge and understanding of how to select the text choices, develop the resources to support the student understanding and discussion, and how to coach into the conversations to push and raise the level of student thinking. Teacher 5 discusses how the literacy coach was influential in her teacher knowledge increasing specific to book clubs. When she refers to small groups in this portion of the interview, she is referring to book clubs:

> I also did small groups and within the small groups, I started that at the beginning of the year and I did not like the way it went because I felt like, well one, I wasn't reading the books and I felt very disengaged from the conversation they were having and two, I felt a pressure because while I was in one group, I could hear another group was done. I didn't know how to fix that but in working with (the literacy coach) also, we came up with different strategies for them, formulating discussions, taking notes, them having different tasks to do so that I

would be able to go around and listen to each group and evaluate each group. So, it gave me kind of more of a focus to look for in those groups and I liked that because I needed something concrete to hold onto.

While the literacy coach did not focus on coaching to prompt teacher change of the instructional framework they were using within their classroom, she did work to respond to the goals and desires of the teachers specific to meeting the needs of their diverse learners. In doing this work, the literacy coach worked with all seven teacher participants to shift their understanding and teacher knowledge specific to the workshop model and book club instructional frameworks.

RQ5 Discussion. Teacher knowledge was the most challenging qualitative data to code and analyze, as most of the teacher and literacy coach interviews spoke to teacher self-efficacy and confidence or provided detailed accounts of their work with the literacy coach to change their teacher use. A summary of the teacher knowledge qualitative data is outlined in Table 5.10. The qualitative data did indicate that the teacher knowledge specific to instructional frameworks, workshop model or book clubs, as tools to support differentiation and text choice, increased from the beginning of the intervention to the conclusion for all seven teacher participants. While a smaller number of teachers demonstrated an increase in their knowledge specific to differentiated instruction, five of the seven participants indicated an increase in teacher knowledge specific to modeling, and four of the seven participants indicated an increase in teacher knowledge specific to student text choice. RQ2 addressed the extent to which teacher knowledge changed after participation in literacy coaching specific to the differentiated literacy practices of student choice and small group instruction. While there was no data to suggest that teacher

knowledge of small group instruction changed, there was data to suggest that there was a positive change or increase in the knowledge of four teacher participants specific to student choice of texts as a result of the literacy coaching intervention.

Table 5.10

Summary of Teacher Knowledge Qualitative Data

	Tchr 1	Tchr 2	Tchr 3	Tchr 4	Tchr 5	Tchr 6	Tchr 7
Modeling		X	X	X		X	X
Differentiated Instruction				X		X	X
Student Text Choice			X	X		X	X
Instructional Framework	X	X	X	X	X	X	X
Total Knowledge Themes	1	2	3	4	1	4	4

RQ6: Changes in Teacher Use. The third research question asked, "To what extent did teacher use of the instructional practices, providing students with text choice and implementing small group instruction, increase after participating in five months of literacy coaching?" Qualitative and quantitative data was examined to determine the extent to which the intermediate outcome of teacher use of differentiated literacy practices changed from the beginning of the intervention period to the end of the intervention period. Two quantitative measures were used to measure teacher use of differentiated literacy practices including a pretest and posttest survey as well as a classroom observation tool. While Chapter 4 outlined that qualitative data was not going to be used to measure teacher use of differentiated literacy practices, qualitative data was collected through the semi-structured teacher and literacy coach interviews as well as the literacy coach reflective journals and coaching log that provided information specific to teacher use. The qualitative data was coded, analyzed, and included within the RQ6 findings.

Quantitative Findings. Descriptive statistics were used to analyze the pretest and posttest survey data. Table 5.11 contains the descriptive statistics for the survey results. All seven teacher participants completed the pre-intervention survey, and six teacher participants completed the post-intervention survey. Only data from the six participants who completed the pretest and posttest surveys was included in the descriptive statistics. There was a slight increase in the means from the pretest to the posttest for the teacher use constructs of: (a) modeling (M = 3.17 to M = 3.67), (b) small group instruction (M = 2.50 to M = 2.67), (c) differentiated instruction (M = 3.00 to M = 3.50), (d) student choice by interest (M = 1.67 to M = 1.83), (e) and student choice by reading level (M = 1.33 to M = 1.67. The mean scores for the teacher use constructs of explicit instruction, guided practice, and providing student choice to meet the mixed abilities within the classroom decreased from the pretest to the posttest. The mean score for teacher use of feedback had the greatest increase from pretest (M = 3.50) to posttest (M = 4.33).

Table 5.11

Descriptive Statistics for Teacher Use of Literacy Instructional Practices

	Pretest					Posttest				
	N	Min	Max	*M*	*sd*	N	Min	Max	*M*	*sd*
Modeling	6	2	4	3.17	.75	6	3	4	3.67	.52
Explicit Instruc.	6	3	5	3.67	.82	6	3	4	3.50	.55
Guided Practice	6	3	5	4.17	.75	6	4	4	4.00	.00
Small Group Instruction	6	2	4	2.50	.84	6	2	3	2.67	.52
Feedback	6	3	5	3.50	.84	6	4	5	4.33	.52
Differ.Instruc.	6	2	4	3.00	.63	6	3	4	3.50	.55
Student Choice: Interest	6	1	2	1.67	.52	6	1	2	1.83	.41
Student Choice: Rdg. Level	6	1	2	1.33	.52	6	1	2	1.67	.52
Student Choice: Use of Multiple Texts	6	1	5	2.50	1.98	6	1	3	1.83	.75

A paired samples *t*-test was used to compare the pretest and posttest teacher use survey results (see Table 5.12). One statistically significant result was found for the literacy practice of feedback defined within the study as "provide quality feedback to students based upon student application of skills, concepts, and strategies." Statistically significant results were not found for the use of the other effective literacy practices surveyed. These results should be cautiously interpreted due to the small sample size.

Table 5.12

Paired Samples t-Test for Teacher Use of Effective Literacy Practices

Teacher Use Scale	Pretest		Posttest		*t*-test results		
	M	*Sd*	*M*	*sd*	*t*	*df*	*p*
Modeling	3.17	.75	3.67	.52	2.24	5	.08
Explicit Strategy Instruction	3.67	.82	3.50	.55	-.43	5	.70
Guided Practice	4.17	.75	4.00	.00	-.54	5	.61
Small Group Instruction	2.50	.84	2.67	.52	.35	5	.74
Feedback	3.50	.84	4.33	.52	5.00	5	.004
Differentiated Instruction	3.00	.63	3.50	.55	1.17	5	.30
Student Choice: Interest	1.67	.52	1.83	.41	.54	5	.61
Student Choice: Reading Level	1.33	.52	1.67	.52	1.00	5	.36
Student Choice: Meet All Student Needs	2.50	1.98	1.83	.75	-.88	5	.42

Classroom observations were conducted weekly during the final seven weeks of the intervention period in the classroom of each teacher participant. For each teacher participant, the mean for each literacy practice was calculated. The descriptive statistics for the classroom observation data is displayed in Table 5.13. The literacy practice of feedback had the greatest mean value, which supports the statistically significant finding for feedback when comparing pretest and posttest survey data using the paired sample t-test. When conducting the quantitative data analysis, the classroom observation scores

were also examined by pulling the highest score for each literacy practice from the seven observations (see Table 5.14). Across all teachers, modeling and feedback appear to be the literacy practices that happen the most often or were the most evident.

Table 5.13

Descriptive Statistics for Classroom Observations

	N	Min	Max	Range	*M*	*sd*
Modeling	7	1.00	3.71	2.71	2.40	1.11
Explicit Strategy Instruction	7	1.00	2.71	1.71	1.80	.66
Guided Practice	7	1.00	3.43	2.43	2.14	.88
Small Group Instruction	7	1.00	1.00	.00	1.00	.00
Feedback	7	1.50	3.57	2.07	2.67	.77
Differentiated Instruction	7	1.00	1.86	.86	1.33	.35
Student Choice	7	1.00	2.71	1.71	1.76	.58

Table 5.14

Highest Observation Score for Each Literacy Practice

	Tchr1	Tchr2	Tchr3	Tchr4	Tchr5	Tchr6	Tchr7
Modeling	1	2	4	5	3	4	5
Explicit Strategy Instruction	1	1	3	4	3	3	4
Guided Practice	1	3	3	4	3	4	4
Small Group Instruction	1	1	1	1	1	1	1
Feedback	3	4	4	4	5	3	4
Differentiated Instruction	1	1	1	3	3	3	3
Student Choice	1	3	4	5	5	4	2

A correlation analysis was performed to determine whether the posttest teacher use survey data was correlated with the mean classroom observation scores for each teacher. No correlation was found between these two data sets.

Qualitative findings. While the semi-structured interviews were developed to collect data specific to teacher self-efficacy and teacher knowledge, the literacy coach and the teacher participants also shared information during the interviews specific to the

teachers' use of differentiated literacy practices in their classrooms. The reflective journal entries and the coaching log maintained and shared by the literacy coach also provided qualitative data specific to the teacher participants' use of differentiated literacy practices within their classrooms. These qualitative data sources were coded using a two level coding system. Three themes were identified from the qualitative data analysis based on frequency and included (a) differentiated instruction; (b) student choice of texts; and (c) instructional frameworks to support differentiation. Codes for each theme were also identified and detailed within Table 5.15.

Table 5.15

Summary of Teacher Use Themes and Codes

Theme: Differentiated Instruction		
Codes	Number of Participants Citing Evidence for Code	Examples
Tiered assignment and assessment	3	"Obviously, there was some guidance in a sense of, some of our lower learnings who had moved up from modified curriculum, we gave them character specifically if they were ready and if we saw that they were ready for the challenge, we kind of pushed them to theme knowing that really, we were still gonna be grading them on that, could they identify character." "We were able to tier that (summative assessment) really nicely where some of our struggling learners, we gave them one vignette. Our tier 2 students which are classic Academic A we gave two vignettes and our Tier 3s our top kids that we were bumping up to honors we gave them three. Some of them were just looking specifically at device within one vignette, some of them were look at the device across texts."
Assignment and Project Choice	4	"In the essay, that the Academic A wrote, they also had choice in terms of were they looking at theme, tone, mood or character." "And then in terms of The Odyssey, a lot of what we've been doing - and actually even with more so the Honors as

		well, when we have them do application things, it's a choice. So when we doing mythology, I would give them an illusion that was either a poem or an article and they got to choose what was more interesting to them. With The Odyssey right now, they're actually gonna be choosing a film of their choice to apply the archetype to.
Surveys for feedback	3	"I have three teachers actively surveying their own students by choice. So, by that I mean they are ... And I've helped them to create surveys to solicit information." "One of the things that (the literacy coach) and I share is a love of data. So, I made a survey at one point that asked the kids… would they prefer to choose their group members or would they prefer to choose the text and then get who they get as a group."
Theme: Student Choice of Texts		
Choice aligned to student interest	3	"So, in terms of the book club, they were allowed to choose from, I think it was a list of eight and they picked their top two as to make sure that we had people who would be in a group." "We had never done anything even close to the level of oversight that kids had, the level of structure and support, both from their peers and from us, as they work through a text that they selected on their own." "*House on Mango Street* was there… and then we changed it to a cultural capital unit book club in an attempt to bring more diverse texts to our students and to have them read more than just your standard Caucasian family, mom, dad, etc."
Theme: Instructional Frameworks to Support Differentiation		
Workshop model	4	I would've never come to workshop model on my own. I mean I've read about it but I would have never come to that, and seen it, and done any of that. "I was conferring with as many kids as I could." "We also had focused mini-lessons on internal transitions."
Book club model	3	"So for example, with *Things Fall Apart*, while we didn't do an outside reading book, we had them read it in a book club format." "And then we actually did a full-on book club where they had an outside read paired with a core text which was *The House on Mango Street*."

Differentiated instruction. Within the construct of differentiated instruction, three codes or sub-constructs were identified: (a) tiered assignment and assessment; (b)

assignment or project choice; and surveys for student feedback. Three of the seven teacher participants demonstrated an increase in their use of tiered assignments and assessments to support their ability to differentiate instruction. Throughout their interviews, all three of the teachers described their work in providing students at different ability levels with different assignments or assessments based on their strengths as well as their needs. These assessments and projects were tiered in that all of the options addressed the intended goals or outcomes of the unit of study, but this work addressed it at different levels of complexity and rigor. Teacher 6 required students to complete two summative assessments of the cultural capital book club unit. The first assessment was a personal reflection on their learning throughout the unit that all students completed. The second summative assessment was tiered to allow different students to connect a theme or topic across a different number of vignettes. Teacher 6 describes this work, "Yes, it took us two summatives (assessments). One was like a personal reflection writing and the other was they had to videotape a conversation. An academic conversation- we tiered it. Some kids only had one vignette, some had three, some had five." Teachers 4 and 7 discussed how they not only tiered their assignments and assessments by the number of vignettes students needed to analyze and connect across a theme but these teachers also tiered the level of complexity or rigor of the task or what and how the students were analyzing. Teacher 4 described, "Some students were identifying a device within the text or places in the text where the author used a particular device while my higher students were identifying devices within the text and explaining why the author used a particular device to convey or promote his or her theme." In addition to the teachers' description of their use of tiered assignments and assessments, the literacy coach also explained:

> I have other teachers that are really looking at, it's more assessment, but scaffolding their instruction to have kids have different levels of assessment so that they're meeting the needs of the child, but everyone's still getting a common experience.

The second sub-construct of differentiated instruction identified within the qualitative data analysis was student choice of projects and assignments; four of the seven teacher participants demonstrated an increase in their use of this instructional practice or sub-construct. The literacy coach shared in her mid-intervention interview, "Choice would be the other big thing. I have a lot of teachers exploring choice, and how choice can impact the lesson, and some of them are receiving some really positive feedback." Teacher 5 shared that she provided a choice in the topic that students chose to extend their learning. The students were reading a whole class text that takes place during a war, so she assigned a project that would allow them to research and present on a particular war. She explained, "So, I had students actually since the book we are reading is about a war, and different types of war, I had them research a war that's ongoing in the world. It could be, like some them chose like the war on sugar, some chose the war on meat, others chose like the war in Afghanistan." Teacher 6 described how she provided choice specific to the questions that students responded to after reading *A Separate Peace*. She shared:

> I think the choice thing in providing choice in multiple ways. So, like *A Separate Peace*, we had no choice, we had to read it. But within it, I'm giving them sort of three big questions that we're gonna be working on. And then ultimately, they'll decide which one of those they wanna pursue, for more formalized submission. So, they have choice, but it's not book selection choice.

Teacher 4 provided students with choice specific to the texts or media they chose in which to apply the skills and strategies she was teaching or modeling with the whole class text. She describes:

> And then in terms of *The Odyssey*, a lot of what we've been doing - and actually even with more so the Honors as well, when we have them do application things, it's a choice. So, when we doing mythology, I would give them an illusion that was either a poem or an article and they got to choose what was more interesting to them. With *The Odyssey* right now, they're actually gonna be choosing a film of their choice to apply the archetype to.

Through their work with the literacy coach, Teachers 4 and 7 provided choice within the projects that were used to demonstrate student learning within a unit of study on *The Odyssey* and then synthesize this new learning with all of their learning across the school year. Choice was provided to students in the topics they decided to focus on, how they demonstrated their learning, and the aspects of their learning they included. The tiered project choice allowed for differentiation based on student academic strengths and needs as well as student interest. The literacy coach described this work:

> They (Teachers 4 and 7) had kids do small group presentations at a time of the year where kids are usually checking out mentally because they're done, that post-Memorial Day season, and the presentations were phenomenal, because each kid had a part, did something they were representative of, but they pulled together the year long learning, so, rather it just being an isolated text question-answer, they sort of wove through their whole year, the different archetypes and characteristics of it, and made it into something that the kids could then say, here's how it applies

to the world and how I might use it later on. Which I thought was really a great way to differentiate and meet the needs of different kids.

Teacher use of surveys for student feedback to differentiate instruction was the third sub-construct or code identified within the theme of differentiated instruction. Three of the seven teacher participants demonstrated an increase in this sub-construct. During their mid-intervention and post-intervention interviews, Teachers 4, 6, and 7 described how they worked with the literacy coach to develop surveys that their students completed to collect data specific to their students' feedback on their learning, the instructional delivery of the unit content, and their choice of texts. The literacy coach described their work:

> I have three teachers actively surveying their own students by choice. So, by that I mean they are ... And I've helped them to create surveys to solicit information about, you know, not "Did you like it?" But questions like, "Do you feel as though this allowed you to show what you really knew about the text? Do you feel as though you gave this your best effort? How do you feel this was different from something else that we've done?" Open-ended questions where the kids are responding, and it's anonymous. But the feedback they've shared and that the teachers have shared with me, and it's really genuine because the kids aren't getting a grade for it, so it's not like they're going, you know, making things up.

The teachers then used the feedback from the students to revise and support their planning for differentiated instruction within subsequent units of study. The literacy coach explained how these three teachers also gathered feedback from their students' parents through surveys. She stated, "I also have a couple teachers who are getting

feedback from parents. And the feedback is, 'I haven't seen my child pick up a book in months, and they've picked up a book. Can you tell me something else they might want to read?'" The teachers used the parent feedback to inform their differentiation specific to the structures in which they provided choice as well as how often they provided students choice of texts.

Student choice of texts. Within the teacher use construct of student choice of texts, only one sub-construct was identified: student choice aligned to interests. Three of the seven teacher participants demonstrated an increase in providing students with text choice within their classrooms. All three of the teachers described the way in which they had used book clubs as the instructional framework that provided the opportunity for students to select choice texts and then meet in collaborative groups to discuss the book before, during, and after their reading. Teacher 4 described the process by which the students selected their choice texts within the book club units they taught during the duration of the intervention. She explained that the high school librarian led a book talk for each of the potential book choice options to provide the students with some background on each book. She then explained, "So, in terms of the book club, they were allowed to choose from, I think it was a list of eight and they picked their top two as to make sure that we had people who would be in a group." Teacher 6 implemented book clubs during the duration of the literacy coaching intervention to allow students the opportunity to choose their texts, but she also provided students with additional text choice through independent reading assignments. She described, "We're also doing a choice book and I connected that to *The Merchant of Venice*, because we read *Merchant*

and then watched the film adaptation. And so we put together a long list of books that the students could choose from for their independent read."

Teachers 4 and 7 also explained how the success of their implementation of student choice of texts across the spring semester and their work with the literacy coach informed their summer reading decision making in the final months of the school year. Rather than mandate one specific text for all incoming ninth grade standard level students to read and one specific text for all incoming ninth grade honors level students, Teachers 4 and 7 worked with their colleagues to change the summer reading assignments for incoming ninth grade students. Both teachers shared within their individual interviews that the students enrolled in the ninth grade standard level English class could choose any novel to read over the summer, and the students enrolled in the ninth grade honors level English class could choose from a list of five books. Teacher 7 described that the change was prompted by, "the fact that we just wanted them to read. You know I think ninth grade. We just wanted those Academic A students to pick up any book and be able to maybe come in and talk about it briefly."

Instructional frameworks to support differentiation. Within the construct of instructional frameworks to support differentiation, two sub-constructs or codes were identified: (a) workshop model and (b) book clubs. The qualitative data analysis provided evidence to support that four of the seven teacher participants experienced an increase in their use of the workshop model as an instructional framework to support differentiation. Teacher 6 described her use of the workshop model instructional framework that provided her with more opportunities to differentiate and work with individual students. She described how she used data from the Classroom Diagnostic

Tool, a standardized assessment to predict student performance on the state end-of-course English assessment, to design instruction that could be delivered within the workshop model framework and meet the needs of individual students. Teacher 6 also explained how the literacy coach supported her ability to create a process for leading individual writing conferences through the use of the workshop model. Within the final interview, Teacher 6 and the literacy coach discussed this work:

> Teacher 6: But also the writing piece, once we got out of *A Separate Peace* and they were reading that book for the genre group, that's when we were working on the writing part, and I met individually with every kid, which was really tough with those class sizes, but I met with them twice. First, we looked at their whole writing folder for the year and we established what were the areas of greatest need, and those were gonna become their Focus Correction Areas (FCAs) for the final paper.
>
> Researcher: So you individualized their FCAs?
>
> Teacher 6: Yeah, so every kid had individualized FCAs for their last paper

The workshop model provided Teacher 6 with an instructional framework that allowed for the differentiation of her writing instruction.

Teacher 7 described her work with the development and implementation of mini-lessons while implementing the workshop model within her classroom. She explained during her mid-intervention interview, "Mini-lessons. They're the thing I am trying to do more of." During her post-intervention interview, Teacher 7 continued to explain how, "The workshop model has given us less teaching up front and more of, like, mini-lessons. Like here is 10–15 minutes on something rather than the whole period." By shortening

her instruction within the mini-lesson, Teacher 7 described how she was able to allow more time for students to read their choice texts, meet in their clubs, and for her to confer with students.

Teacher 5 explained how within her work with the literacy coach she was able to visit an elementary classroom and a middle school classroom to observe the workshop model of instruction. She shared, "I would've never come to the workshop model on my own. I mean I've read about it but I would never have come to that, and seen it, and done any of that." She emphasized throughout her interview how powerful the day was and the support the literacy coach provided to her to support her use of the workshop model within her classroom.

The second sub-construct or code within the construct of an instructional framework to support differentiation was the use of the book club model. Three of the seven teacher participants demonstrated an increase in their use of the book club model as an instructional framework to support differentiation. Teachers 4, 6, and 7 described their work with the literacy coach to implement book clubs within their classrooms, which provided opportunities for students to self-select their choice of texts within specific genres. Teacher 6 described how she implemented three book clubs in her 10th grade honors classes and one book club in her 9th grade standard level academic class during the 5-month intervention period. She explained in her mid-intervention interview, "With her (the literacy coach's) encouragement, I am planning two book clubs now and one again at the end of the year. So, the kids are just reading more." Teacher 7 stated, "I think the largest change was the format structure of the book clubs. We rewrote our *House on Mango* unit to be more of the book club format and structure. Overall, working

with (Teacher 6) and (Teacher 6) who also implemented the new structure, it went really, really well."

While the remaining four teacher participants did not use the book club model during the literacy coaching intervention, when they were asked about their goals for work with the literacy coach during the next school year, each stated that implementing book clubs would be one of their goals for next school year. They shared that they had heard feedback from their colleagues and were interested in putting in place this instructional approach to support meeting the diverse strengths and needs of their learners.

RQ6 discussion. The quantitative data suggests an increase in teacher use of the instructional practice of feedback across both the teacher surveys and the classroom observations. The classroom observation data also found the mean observation scores for modeling and guided practice to be relatively high in comparison to the other instructional areas observed. The themes and codes identified within the qualitative data are summarized in Table 5.16. The findings from the qualitative data were not aligned with the findings from the quantitative data. At the end of the intervention period, four of the seven teacher participants had demonstrated an increase in differentiated instruction and the use of an instructional framework to support differentiation. These four teachers were the same across both constructs. Three of these four teachers also demonstrated an increase in their use of providing students with text choice. Three of the seven teacher participants did not experience any changes in teacher use within differentiated instruction, student choice of texts, or an instructional framework to support differentiation. There were differences and variations across the seven teachers specific

to the changes they experienced in their use of these instructional practices within both the quantitative and qualitative data.

Table 5.16

Summary of Teacher Use Qualitative Data

	Tchr 1	Tchr 2	Tchr 3	Tchr 4	Tchr 5	Tchr 6	Tchr 7
Differentiated Instruction				X	X	X	X
Student Choice of Texts				X		X	X
Instructional Frameworks				X	X	X	X
Total Teacher Use Themes	0	0	0	3	2	3	3

When asked about changes in teachers' use of effective literacy practices to support differentiation, the literacy coach shared:

> There was definitely a spectrum. Some, I will say, absolutely no change. There was zero change. I would say that, for at least three or four of them, there were very concrete changes. The classroom design and setup was very different. The projects and tasks and assignments were student-driven and student-selected versus teacher-driven. They all still tied to the standard, but it was this idea of choice, became much more prominent. The kids in the rooms and the engagement in those rooms was much stronger than in those where I saw the teacher maintain the status quo and just keep doing everything that they have always done. The teachers themselves were also happier with the grading. They felt less pressure of, I have ten research papers to grade, or I have 100 of these. It was more, the kids are gonna get up and talk about this, but I've already seen them six times because I've circulated, I sort of know what they're gonna talk about, I sort of know where they're going, so the grading almost felt like it was part of a process versus a large

stack of papers at the end that had to be graded, and I think they were all really positive things.

While Teacher 1 did not appear to experience any changes in teacher use of the effective literacy practices, the data suggested that Teachers 4, 5, 6, and 7 experienced positive change across all themes or constructs and sub-constructs of teacher use. The remaining three teachers appeared to experience an increase in some of the constructs or sub-constructs, but not in all. RQ6 addressed the extent to which teacher use of the differentiated literacy practices of student choice of texts and small group instruction changed as a result of literacy coaching. There was no evidence to support that teacher use of small group instruction changed from the beginning of the intervention to the conclusion of the intervention. While there was no quantitative data to support that there was a statistically significant different in teacher use of student choice, there was qualitative data that detailed the extent to which three of the teacher participants experienced a positive increase in their use of student choice of texts within their classroom, and that the four additional teacher participants stated that they intended to work with the literacy coach to implement student choice of text through their use of the book club model in the upcoming school year.

Role of teacher reflection. Throughout the qualitative data analysis, an additional theme that was present across all seven teacher participants was the teacher reflection that took place during their sessions with the literacy coach. The teachers spoke about how the weekly time dedicated to the literacy coaching allowed for consistent teacher reflection that they were not doing within the course of their busy days. The literacy coach explained, “There are many teachers who are adopting the idea of me

as a “thinking partner” which I am happy to observe.” Teacher 1 shared, “she (literacy coach) served as like just a great, like somebody to talk to, like a reflection.” Teacher 2 described:

> I guess there is more in that collaborative reflection time where you're meeting with a coach to, to basically critique the value I guess of critiquing and reviewing and reflecting what you've done and so that through the weekly meetings that was a chunked out block of time that often times in our professional, individually, professionally, I mean I have carved that time out and it's something that I would moving forward set aside for myself cause there is great value, tremendous value in it.
>
> And so it's through that process it has made me think about, even now as we've been doing some of these curriculum changes I've gone back to some of the things that I've done saying okay well, what ... Am I getting any of the results that I wanted? How could I change it? So, it's that forced reflection and so that's been one take away to continue that process because even though it doesn't need to be an hour for yourself, but even that small chunk of time does pay dividends the next time round.

In addition to the time for critical reflection, the teachers spoke about the approach of the literacy coach within their sessions as she asked questions to support their reflection and help them to redefine their purpose and instructional goals to meet the needs of their diverse learners. Teacher 4 explained:

> Sometimes we just... What was really nice and what I always loved about (the literacy coach) is that I can very frankly just share what I saw happen in the room.

> And then ask her, "What do you think is going on there?" Or "What do you think?" And she would never really give answers, it was more of like, well. She would pose a question to get more information from me and she'd lead me towards that answer that I was kinda looking for, so it was really the chance to bounce it off somebody.

In addition, Teacher 7 describes the approach of the literacy coach during their sessions:

> I think what, especially even what (the literacy coach)'s gifted with is she poses questions to make you think outside of the ruts that you've even put yourself into and allows you to see other ways or an approach that you just probably have never seen before, or wouldn't even think about. 'Cause you're getting caught up in all the minutiae and all that stuff, too. So, she's very pivotal on making you see the bigger picture and how to get to a better place.

Within their interviews, the teacher participants described how the literacy coach's use of questions during their weekly time allowed them to reflect consistently about their practice and supported them in feeling more confident to shift their instructional approach and in changing their instruction with students.

Emotional coaching. Through the inductive coding analysis of the qualitative data, the theme of emotional coaching was identified. When indicating the coaching model used for each session within the coaching log, there were times when the literacy coach indicated that she was providing emotional coaching rather than co-planning, providing curriculum support, or any of the other coaching models at the onset of the intervention and in Chapter 4. Within the reflective journal entries completed by the literacy coach, she explained that there were multiple times throughout the intervention

period when she provided support to the teacher participants in navigating the personal dynamics between colleagues, supported in stress management strategies, or listened and coached teachers about their frustrations with district-level decisions, such as the reduction in tracks or creation of common summative assessments. Within the reflective journal entries, the literacy coach would reflect on her time with teachers. During the intervention period, she shared, "The teacher seems to be stuck in a cycle of stress" as well as "the teacher was appreciative of the moral support while appearing to feel better about things." The literacy coach elaborated on some of the factors potentially prompting the need for the emotional coaching:

> Some participants need emotional support to navigate the current status quo in Samoset. There is a large trend of adjustment to the idea of no longer having levels, despite the fact that we are in a second year of the process. The dislike of de-leveling feeds the perceived angst between "us" and "them" for several people. Also prevalent is the protection of perceived power. This perceived power ranges from department chair trying to maintain control over things or changes down to the teacher to teacher level where peers are questioning each other as to why "they" can do something, etc.

Teacher 6 talked more openly about how the literacy coaching supported her emotionally:

> And it also, as a teacher you get tired. You get tired when you're battling all the stuff you're battling against. So, to have somebody come in, be so excited, and willing to help you, and really listen to you is powerful. So, yes. I think she helped me on all fronts.

Within the final interview, Teacher 3 described her struggles throughout the intervention and how the literacy coach supported in moving her forward:

> Researcher: How has your confidence changed, if it has, over the last five months in meeting the needs of that variety or that diverse student population?
>
> Teacher 3: See, that's a tough question 'cause my confidence this year was pushed more than ever before because of the changes. And so with all the changes, and I'm not saying it's bad or good. It's just that it sends you back to that, almost like you're a beginning teacher again.
>
> Researcher: And by changes you mean leveling?
>
> Teacher 3: Leveling, curriculum, new co-teachers.
>
> Researcher: Right.
>
> Teacher 3: I mean, it's just a lot. So you do question yourself a lot and one of the things I really struggled with was grading because of class sizes. And being able to turn things around in a timely manner and giving them rich feedback 'cause I'm very big on that.
>
> Researcher: I know.
>
> Teacher 3: And I struggled with that, in particular, and that really bothered me. And it really, I used to have to talk to (the literacy coach(about that a lot, too. And she would be like, "What can you choose to write on some and not the others?" And you start feeling like, "Well, but I always did this before." And I'd want to give that to the other kids, too. And it's just gonna take a while. I think it's just a shift that I have to come up with, on my strategy of attack. And almost a

new viewpoint on it, and less beating myself up. But I was beating myself up about that a lot.

Researcher: And were you at least able to have (the literacy coach) as a sounding board to support and conversation?

Teacher 3: Oh, yeah. She would tell me to stop it. She was like, "No, of course you're gonna come up against these, they are totally normal.

There did not appear to be a pattern of timing specific to the need for emotional coaching among the teacher participants. The emotional coaching took place throughout the intervention period for five of the seven teacher participants, but that model was not used exclusively for more than 2 total sessions for each of the five teacher participants. The total number of coaching hours dedicated to emotional coaching was 6.2%.

Discussion

Process evaluation. The first three research questions were designed to evaluate the process of the intervention implementation. While there is very little research specific to duration or number of total hours of a literacy coaching intervention for the literacy coaching to be effective, there is research specific to the necessary duration of highly effective professional development. Desimone (2009) and Garet et al. (2001) found that for professional development to be highly effective, it needed to last at least a semester in duration and include 20 or more hours of contact time. Six of the seven participants met with the literacy coach for a total of 20 hours or more in both an individual and collaborative setting. RQ3 examined the participation and experience of the teacher participants within the literacy coaching intervention. The qualitative data suggested that six of the seven participants consistently participated in the coaching

initiative and moved along a continuum in terms of their experiences specific to the level of teacher reflection and establishing trusting relationship with the literacy coach. The teacher participant who did not engage in the 20 or more total coaching hours was also the teacher participant who did not move along the continuum of experience. This is an area for future study as there is very little research specific to the level of participation in literacy coaching, teacher experience, and changes in teacher self-efficacy, teacher knowledge, or teacher use of literacy instructional practices.

RQ2 examined the coaching models used within the literacy coaching intervention. When considering the four coaching models suggested by Neuman and Cunningham (2009) and Tschannen-Moran and McMaster (2009) prior to the start of the intervention, it was assumed that the literacy coach would have already begun to establish trusting relationships with the teacher participants that would allow for more intensive coaching models to be used. Developing curriculum and resource materials was not one of the four models pre-populated on the coaching log, but it was the model most frequently used during the duration of the intervention implementation. Bean and Eisenberg (2009) examined the levels of intensity specific to the work of a literacy coach and the ILA (2015) published an updated continuum of coaching activities relative to the level of intensity of the activity based on the research of Bean and Eisenberg (2009). During the 2017–2018 school year, the high school English teachers were given some flexibility specific to the resources and materials they could use within their classrooms to support their ability to differentiate instruction and meet the strengths and needs of the diverse learners within their classrooms. The qualitative data analysis suggests that, at the start of the intervention, the teachers were eager to receive support with the

development of curriculum and resources and with redesigning the instructional framework they were using within their classrooms. In her literacy coach reflective journal entry, the literacy coach shared, "There is a sense from some teachers that what they've been given (as in past practice) isn't really getting them to the place that works for students." The qualitative data also suggested that four of the seven teacher participants moved along the ILA (2015) continuum of coaching activities to co-plan and one teacher, Teacher 4, participated in a cycle of observation, feedback, and reflection. As future research is considered, it will be important to examine the length of the coaching intervention and how the coaching models or activities change as the length of the intervention increases.

Outcome evaluation. The research suggests that literacy coaching as a model of effective professional development can lead to an increase in teacher self-efficacy and teacher use of effective instruction practices (Biancarosa et al., 2010; Marsh et al., 2008; Neuman & Cunningham, 2009; Powell et al., 2010; Tschannen-Moran and McMaster, 2009). Literacy coaching also provides ongoing opportunities for critical discourse that promote self-reflection, which Mezirow (1997) describes as needed for transformation of adult practices. The results from the research study identified that all of the teacher participants reported engaging in reflection of their own teaching practices during their sessions with the literacy coach. The teachers described the literacy coach's use of questioning and her focus on pushing the teachers to define purpose and intended outcome of their instruction prompted critical reflection of the why and how they were doing what they were doing. Four of the teacher participants discussed in great detail how literacy coaching sessions forced them to pause and take a break from their everyday

routine of "getting things done" to think deeply and reflect on the instructional choices they were making and how they could design and implement lessons that could meet the needs of their diverse learners across both their academic and honors level classes. The qualitative findings from the research study suggest that literacy coaching allows for the critical self-reflection of assumptions (CSRA), which then supports a change in teacher knowledge, practices, and behavior (Mezirow, 1998).

Bandura (1997) describes levels of emotional experience or psychological and emotional arousal as one of the four sources of self-efficacy. When participating in the coaching professional development model, teachers can engage in all four of the self-efficacy sources that Bandura (1997) identifies in his research, including (a) verbal persuasion through individual discourse and reflection; (b) mastery experiences through practice and feedback; (c) vicarious experiences through modeling by the coach with the teacher's students; and (d) the emotional dialogue specific to reflective professional learning (Tschannen-Moran & McMaster, 2009; Hunt, 2016). This research study found that all seven of the teacher participants demonstrated an increase in at least one of the four self-efficacy themes or constructs identified, including: (a) instructing; (b) adapting instruction to individual student needs; (c) providing students with text choice; (d) and motivating students. RQ4 addressed an increase in self-efficacy specific to student text choice and small group instruction. Four of the seven participants demonstrated an increase in the construct of providing students with text choice, while there was no evidence to indicate an increase in self-efficacy specific to small group instruction. Through the ongoing dialogue and conversation specific to the instructional goals for the work, their collaborative lesson planning, and the reflective inquiry and discussion that

follows an observed lesson, the literacy coach contributes to the mastery experiences of the teacher participants, which is one of the four sources of self-efficacy (Cantrell & Hughes, 2008). Hunt (2016) suggests that literacy coaches can also support an increase in self-efficacy through verbal encouragement and feedback as well as emotional support to reduce teachers' negative feelings about their teaching practice or their work environment. The qualitative data collected throughout the duration of the intervention supports that the emotional dialogue between the teacher and literacy coach specific to reflective professional learning was ongoing and occurred often to support the positive change in self-efficacy.

Teacher knowledge has been found to have an effect or play a role in teacher self-efficacy as Raudenbush et al. (1992) describes teacher self-efficacy beliefs as mediating between knowledge and action. While the qualitative data specific to teacher knowledge was challenging to code and analyze, the data analysis did find that five of the seven participants indicated an increase in knowledge specific to modeling, and four of the seven participants indicated an increase in knowledge specific to student choice of texts. These changes in teacher knowledge did not occur across all teacher participants with two teacher participants only experiencing changes in teacher knowledge specific to one of the themes or constructs identified. It is important to note that all seven teacher participants did demonstrate an increase in teacher knowledge specific to instructional frameworks that support differentiation, including the workshop model or book clubs. While this theme or construct was not addressed in RQ5, the workshop model and book clubs both allow for students to have text choice within a high school English classroom. There is very little research specific to teacher pedagogical content knowledge in English

Language Arts as well as specific to the impact of literacy coaching on teacher knowledge. When designing future research studies, it will be important to continue to examine the role of teacher knowledge and design questions specific to the English Language Arts content area that address teacher knowledge to gather greater depth of information in this area.

Literacy coaching has been shown to increase teacher use of literacy practices (Davis et al., 2016; Kraft & Blazer, 2016; Marsh et al., 2008; Neuman & Cunningham, 2009). The theory of treatment identifies teacher use of differentiated literacy practices to be an intermediate outcome, and in Chapter 4, the researcher indicated concerns specific to whether the five-month duration of the intervention was long enough to see changes in this outcome of teacher use. The findings from the quantitative data analysis suggest that teacher use of the effective literacy practices increased in the areas of feedback and modeling. The qualitative data findings suggest that four of the seven teachers demonstrated an increase in their use of differentiated instruction and instructional frameworks that support differentiation, and three of these four teachers also demonstrated an increase in the teacher providing students with text choice. Three teachers did not demonstrate evidence of any changes in teacher use of differentiated instruction, student choice of text, or an instructional framework to support differentiation. There was wide variation in the findings across the qualitative and quantitative data sources. Within the research study context, it will be important to consider extending the duration of the intervention to allow for further study of the changes in teacher use of effective literacy practices as a result of literacy coaching.

The research study asked six research questions to examine the process and implementation of the intervention as well as the extent of the outcomes specific to changes in teacher self-efficacy, teacher knowledge, and teacher use of two differentiated literacy practices, student choice of texts and small group instruction. While additional self-efficacy constructs and effective literacy practices were examined to allow for a more in-depth evaluation of the literacy coaching intervention, the research questions focused on two effective literacy practices that the research suggests support differentiated instruction within high school English classrooms (Alvermann, 2002; Biancarosa & Snow, 2004; Grossman et al., 2013; Santamaria, 2009; Tomlinson 1999; 2015; 2017). The findings suggest that there was a positive change or increase in teacher self-efficacy and teacher knowledge specific to providing students with text choice for four of the seven teacher participants. The findings also suggest that teacher use of providing students with text choice increased for three of the seven teacher participants across the five-month intervention period. With regard to the effective literacy practice of small group instruction, there was no evidence to support a change in teacher self-efficacy, teacher knowledge, or teacher use of small group instruction. There is a gap in the research specific to the use of small group instruction in high school English classrooms, and this research study also found that there was low reliability for the pretest and posttest survey items specific to self-efficacy for small group instruction. It will be important to dedicate more time to studying the design and implementation of small group instructional practices at the high school level and to determining how to measure teacher self-efficacy, teacher knowledge, and teacher use of these practices.

Limitations

This study has limitations based on the demographics of the district in which the study took place, the small sample size of teacher participants, the duration of the study, the researcher's role in the district, and the teacher self-reported data. The context of the research study was a small high performing suburban school district. Despite the changing demographics of the student population, the school district within the study is not representative of school districts throughout the United States. This study also had a small sample size with only 12 possible teacher participants and 7 teachers who agreed to participate. Based on the limited demographics and sample size, the findings from this research study cannot be generalized to a larger population of high school teachers. As noted in Chapters 3 and 4, the five-month duration of the literacy coaching intervention was not long enough in duration to measure or achieve gains in high school student literacy achievement, the long-term outcome or dependent variable. While the mediating variable of teacher use of differentiated literacy practices was evident in some high school English classrooms, changes in teacher use may have taken place across more of the teacher participants or been more developed as a result of an intervention that was longer than five months in duration.

The small number of teacher participants caused limitations within the use of the convergent research study design. Because there were only 12 potential participants, a randomized control trial was not an option for the study design. The quantitative measures used to collect data specific to teacher self-efficacy and teacher use with teacher surveys also caused limitations as the survey data was self-reported by the teachers. While classroom observations were also conducted to measure teacher use of

differentiated literacy practices, there was no correlation found between the classroom observation data and the teacher self-reported use of differentiated literacy practices. With only six teacher participants who completed the pretest and posttest surveys, the results from the paired sample *t*-tests for teacher self-efficacy and teacher use had to be interpreted cautiously (Creswell & Plano Clark, 2011).

The researcher's role in the district as the director of teaching and learning is to lead and facilitate high school English curriculum development and the implementation of the curriculum. While the researcher did not directly supervise or evaluate any of the study participants, the researcher does work closely with the teacher participants within the study. This working relationship between the researcher and the teacher participants could have impacted the researcher's ability to objectively code the semi-structured interviews and the classroom observations.

Implications for Practice

This research study provided an opportunity to evaluate the implementation of the literacy coaching model that was in place to support high school English teachers in changing their instructional practices to ensure differentiation to meet the needs of all students. There are several implications for practice based on the process and outcome results of the study.

The process evaluation results support that when a literacy coach begins a new working relationship with a teacher, time needs to be dedicated to establishing and building a trusting relationship before teacher change can begin to take place (Ertmer et al., 2005; Marsh et al., 2015). The results from this study found that the one teacher participant who did not experience changes in self-efficacy, knowledge, or use did not

establish a trusting relationship with the literacy coach. It will be important for high school administrators and district level administrators to understand that the change in teacher self-efficacy, teacher knowledge, and teacher use of new or improved instructional practices will take time to achieve and cannot happen without establishing a trusting relationship first. Through the process evaluation and outcome evaluation results, it was also apparent how the teacher experience differed across the seven teacher participants. While one teacher did not experience change across the continuum, three teachers experienced a great amount of growth across the continuum of experience, with positive change across multiple constructs of teacher self-efficacy and in their teacher knowledge and use of many effective literacy practices. In addition to understanding that time between the teacher and literacy coach will be required to establish a trusting relationship, school and district level administrators must also understand that the amount of teacher change and how long it takes for the movement to occur will be different across teachers within the same department of a school.

As the literacy coach work and other coaching work is considered within the research study context, the structure of the literacy coach work will be important to consider. Relieving each teacher participant of their duty period once a cycle to ensure they had weekly scheduled time for their coaching session was found to be positively received by the teacher participants and the literacy coach. One teacher participant shared, "Yes, the duty time was perfect," and another participant expressed, "And then the duty piece was helpful, you still have your planning." The literacy coach also noted, "As a coach, the standing time is incredibly helpful to have a consistent time to meet with each teacher. They are ready for me and want to discuss all types of things." With the

many responsibilities of a classroom teacher, it seemed important to them that they did not have to give up instructional time and write sub plans, nor did they need to use their assigned planning time or time before or after school that was already filled with department meetings, student meetings, and planning. When school and district level administrators are planning coaching initiatives, it will important for them to consider when the coaching sessions will take place and how they can ensure that the literacy coaching does not feel like "one more thing" added to their plate that they need to fit into an already busy day.

A theme that emerged from the qualitative data was the emotional support that the literacy coach provided to the teachers. Within the research study context, the literacy coach understood the role of emotion as it relates to school reform and the need to create a positive emotional environment for learning within her individual and small group coaching sessions (Darby, 2008; Hardiman, 2012). Because she understood the need to support teachers emotionally, she was able to shift the focus of her coaching sessions to individualize and meet the needs of the teacher participants. Although the literacy coach had a solid understanding of how she could work to support teachers emotionally, she reported within the biweekly sessions as well as in her reflective journal entries about her need for additional professional development to better understand and be able to support the teachers with their emotions and stress management. Within the context of the research study, as well as within other schools and districts with literacy or instructional coaches, it will be important to recognize the need and provide professional development for the literacy coach or instruction coach in the area of emotions and developing emotional resilience in teachers (Aguilar, 2018). Administrators also need to understand

and recognize that various coaching models are used during literacy coaching, and there will be times when teachers are in need of emotional coaching. As was shared in Chapter 3, the leveling changes within the research study context have produced stress, anger, and anxiety among the high school English teachers. These were all emotions that were found by Jeffrey and Woods (1996) when teachers encountered a challenging reform. The high school building level administrators need to understand that the emotions the teachers are experiencing are normal when faced with mandates which they did not agree with or support. The administrators also need to understand the potential negative impact of this occupational stress (Yang et al., 2011; Mouza & Souchamvali, 2016). The coaching models used by the literacy coach may need to adjust or change based on the needs of the teacher participant to ensure that high priority is given to creating and fostering a positive emotional climate in which teachers feel safe and supported and they are able to learn and move forward (Hardiman, 2012).

At the school and district level, the results from this research study can support administrators in understanding that changes in teacher self-efficacy, teacher knowledge, and teacher use of new or different instructional practices takes a sustained time commitment as well as a continual cycle of monitoring the process and the outcomes through quantitative and qualitative measures. In addition to using quantitative outcome evaluation data, it will be important for administrators to be able to use process evaluation data about the duration and quality of delivery of the coaching, as well as qualitative outcome data, to demonstrate that teacher growth and change are taking place or are not taking place, and then be able to make revisions to the coaching structures and models that are in place.

Implications for Future Research

There are several implications for future research based on the findings of this study. While the size of the high school English department and the number of potential teacher participants did not allow for a randomized control trial, it will be important moving forward to design a study that takes place within a high school that allows for a control and treatment group. A randomized control trial design will enable the researcher to determine whether the literacy coaching intervention was effective for the treatment group as compared to the control group by reducing the likelihood of threats to validity (Shadish, Cook, and Campbell, 2002). The context of the research study was a small, suburban high school with an increasingly diverse student population. Although the student population was growing in diversity, the demographics within the high school where the study took place had a relatively small population of students with diverse backgrounds as compared to other high schools across the United States. Further research should be conducted in high schools with a larger and more diverse student population to yield richer results.

To achieve changes in teacher self-efficacy, teacher knowledge, and teacher use of instructional practices, the duration of the professional development is a critical factor. While Desimone (2009) describes the need for 20 hours or more or a semester of professional development for it to be effective, there is a gap in the research specific to literacy coaching and the duration or frequency needed to result in changes in teacher self-efficacy, teacher knowledge, and teacher use of effective literacy practices, particularly at the high school level (R. Bean, personal communication, January 6, 2019). Increasing the duration of the intervention to a full school year or multi-year study would

allow for a more in-depth examination of the factors outlined within the theory of treatment for the intervention (Appendix C). Due to the five-month duration of this research study, the long-term outcome of student achievement was not able to be measured; however, if the timeframe of the intervention was increased, data specific to student academic achievement could also be analyzed to determine to what extent student achievement would increase as a result of literacy coaching.

One of the reasons the literacy coaching model was selected was to ensure and provide a positive emotional climate for teachers as they were learning and participating in professional development that would support them in meeting the needs of their diverse learners (Hardiman, 2012; Hunt, 2016). While the role of teacher emotions was considered in the planning of the intervention, the researcher was surprised at the amount of data specific to the role that the literacy coach played in coaching teachers' emotionally. To better understand the role that emotions play in teacher change as well as the role that the literacy coach plays in this teacher change, future research should be conducted that allows for an in-depth exploration of teacher emotions and how literacy coaching contributes to teacher emotional resilience.

Within the research study as the construct of student choice of texts was examined and explored, the instructional framework of book clubs was discussed frequently among the teacher participants. While book clubs supported the teachers' self-efficacy, knowledge, and use of student-selected texts within their classrooms, the research questions and data measures used throughout the research study did not allow for a detailed exploration of the book club instructional framework and how the use of book clubs contribute to student engagement, motivation, and student achievement. The

qualitative data suggests that the literacy coach played a significant role in supporting the development and design of the book club units of study that were implemented in three of the teacher participants' classrooms. There is a large gap in the research specific to the use of book clubs within high school English classrooms. An area for future research is the role of the book club instructional framework on teacher self-efficacy, teacher knowledge, teacher use of effective literacy practices—as well as on student engagement, motivation, and ultimately student achievement.

Conclusions

Like the population of students within other public high school English classrooms in the United States, this study took place in a small, suburban high school whose population is growing increasingly more diverse (SSD, 2017; U.S. Department of Education, 2016). The research suggests that teachers are not implementing differentiated literacy instructional practices that support the academic growth of all learners (Biancarosa & Snow, 2004; Gamoran & Carbanaro, 2003). The needs assessment findings within this research study context also found that the teacher self-efficacy and teacher use were low specific to the differentiated literacy practices of student choice of texts and small group instruction. This study sought to fill a gap as it pertains to the use of literacy coaching as an effective professional development model to change high school English teachers' self-efficacy, teacher knowledge, and teacher use of the two differentiated literacy practices. There is very little research specific to the use of literacy coaching at the high school level and particularly as it relates to changes in teacher self-efficacy and teacher knowledge. The findings of this case study suggest that

literacy coaching has the potential to lead to positive change and growth in the areas of self-efficacy, knowledge, and teacher use.

There is a financial impact for schools and districts when considering the creation of a literacy coaching position or evaluating a current coaching position. The results from this study suggest that the ongoing professional development provided within a literacy coaching model can make a positive difference on teacher change. The process evaluation findings also provide information that can be used to support school administrators and literacy coaches as they plan for successful implementation of a literacy coach. The consistent weekly structure of the coaching sessions as well as the coaching models used can inform the coaching work across new content areas within the research study context as well as other high schools. As the demands of teachers increase and the student population within high schools becomes more diverse, this study added to the understanding of how literacy coaching, as a model of effective professional development, can change teacher self-efficacy, teacher knowledge, and teacher use to ultimately lead to positive changes in student academic achievement in high schools.

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Appendix A

Norwegian Teacher Self-Efficacy Scale

How certain are you that you can:	Not certain at all	Quite uncertain	Quite certain	Absolutely certain
Instruction				
Explain central themes in your subject so even the low-achieving students understand.				
Provide good guidance and instruction to all students regardless of their ability.				
Answer students' questions so that they understand difficult concepts and ideas.				
Explain the subject matter so that most students understand the basic principles.				
Adapt Instruction to Individual Needs				
Organize schoolwork to adapt instruction and assignments to individual need.				
Provide realistic challenge for all students even in mixed ability classrooms.				
Adapt instruction to the needs of low-ability students while you also attend to the needs of the other students in the class.				
Organize classroom work so that both low-ability and high-ability students work with tasks that are adapted to their abilities.				
Motivate Students				
Get all students in class to work hard with their schoolwork.				
Wake the desire to learn even among the least motivated students.				
Get the students to do best even when working with difficult tasks.				
Motivate students who show low interest in schoolwork.				
Maintain Discipline				

Maintain discipline in any school class or group of students.				
Control even the most aggressive students.				
Get students with behavioral problems to follow classroom rules.				
Get all students to behave politely and respect the teachers.				
Cooperate with Colleagues and Parents				
Cooperate well with most parents.				
Find adequate solutions to conflicts of interest with other teachers.				
Collaborate constructively with parents of students with behavioral problems.				
Cooperate effectively and constructively with other teachers, for example, in teaching teams.				
Cope with Change				
Successfully use any instructional method that the school decides to use.				
Manage instruction regardless of how it is organized (group composition, mixed age groups, etc.)				
Manage instruction even if the curriculum is changed.				
Teach well even if you are told to use instructional methods that would not be your choice.				

(Skaalvik & Skaalvik, 2007; 2010)

Appendix B

High School English Teacher Survey

Dear Colleague,

This survey is the first step in a research project to study how teacher perceptions, beliefs, and knowledge inform the implementation of quality instructional practices within high school English classrooms. This study contains questions about your professional learning, beliefs, knowledge and use of specific classroom instructional practices. There are no right or wrong or preferred answers to any of these questions. You are free to omit any question you do not wish to answer, but your responses will be very valuable for learning about classroom instructional practices of current English teachers. Your answers will be kept completely confidential and anonymous for research purposes.

Demographics:

1. How long have you taught English? _____
2. Have you taught in a school setting other than Samoset School District?

   _____

   a. If so, how many years did you teach in other school settings? _____
3. What grade level do you teacher? Please check all that apply.

   _____ 9th Grade

   _____ 10th Grade

   _____ 11th Grade

   _____ 12th Grade
4. What level class do you teach? Please check all that apply.

_____ Special Education- Direct Instruction

_____ Academic B

_____ Academic A

_____ Accelerated

_____ Honors

_____ Advanced Placement

English Instructional Practices:

Please indicate how often you have used the following practices within your English class(es) during the past month:	**Never or almost never**	**Once or twice per month**	**Once or twice per week**	**Several times per week**	**Everyday**
Purpose: Make explicit the goals or purpose of the lesson.					
Rigor: Provide tasks that require analysis, inference, and/or synthesis of ideas					
Prior Knowledge: Connect the new learning to previous lessons or other academic/school-based knowledge					
Relevant: Connect the learning to student's lives outside of the classroom					
Modeling: Provide explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work					
Explicit Strategy Instruction: Provide explicit instruction on and explanation of literacy strategies that can be used					

flexibly and independently by students					

	Never or almost never	Once or twice per month	Once or twice per week	Several times per week	Everyday
Guided Practice: Provide structured opportunities for students to practice strategies or skills targeted in the lesson.					
Small Group Instruction: Provide explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.					
Feedback: Provide quality feedback to students based upon student application of skills, concepts, and strategies.					
Classroom Discourse: Provide opportunity for quality student conversations with teacher and among peers.					
Differentiated Instruction: Provide a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment)					
Student Choice: Provide opportunities for student choice of reading material and assignments.					

Teacher Self-Efficacy:

qHow certain are you that you can:	Not certain at all	Quite uncertain	Quite certain	Absolutely certain
Instruction				
Explain central themes in your subject so even the low-achieving students understand.				
Provide good guidance and instruction to all students regardless of their ability.				
Answer students' questions so that they understand difficult concepts and ideas.				
Explain the subject matter so that most students understand the basic principles.				
Adapt Instruction to Individual Needs				
Organize schoolwork to adapt instruction and assignments to individual need.				
Provide realistic challenge for all students even in mixed ability classrooms.				
Adapt instruction to the needs of low-ability students while you also attend to the needs of the other students in the class.				
Organize classroom work so that both low-ability and high-ability students work with tasks that are adapted to their abilities.				
Motivate Students				
Get all students in class to work hard with their schoolwork.				
Wake the desire to learn even among the least motivated students.				
Get the students to do best even when working with difficult tasks.				
Motivate students who show low interest in schoolwork.				

Teacher Mindset:

	Disagree a lot	Diasgree	Disagree a little	Agree a little	Agree	Agree a lot
No matter how much intelligence you have, you can always change it a good deal.						
You can learn new things, but you cannot really change your basic level of intelligence.						
I like my work best when it makes me think hard.						
I like my work best when I can do it without too much trouble.						
I like work that I will learn from even if I make a lot of mistakes.						
I like my work best when I can do it perfectly without any mistakes.						
When something is hard, it just makes me want to work more on it, not less.						
To tell the truth, when I work hard, it makes me feel as though I am not smart.						

Professional Development:

Which of the following sources have provided you with information about the instructional strategies you currently use within your English classroom: (Place an X by all that apply)

_____ School district curriculum

_____ Building administration

_____ Professional development provided by Samoset School District (eg. In-service Days)

_____ Professional development outside of Samoset School District (eg. Conferences)

_____ Colleagues

_____ Post-secondary education (undergraduate/graduate programs)

_____ Academic Journals

_____ Education Magazines

_____ Education Websites

_____ Education Blogs

_____ Books

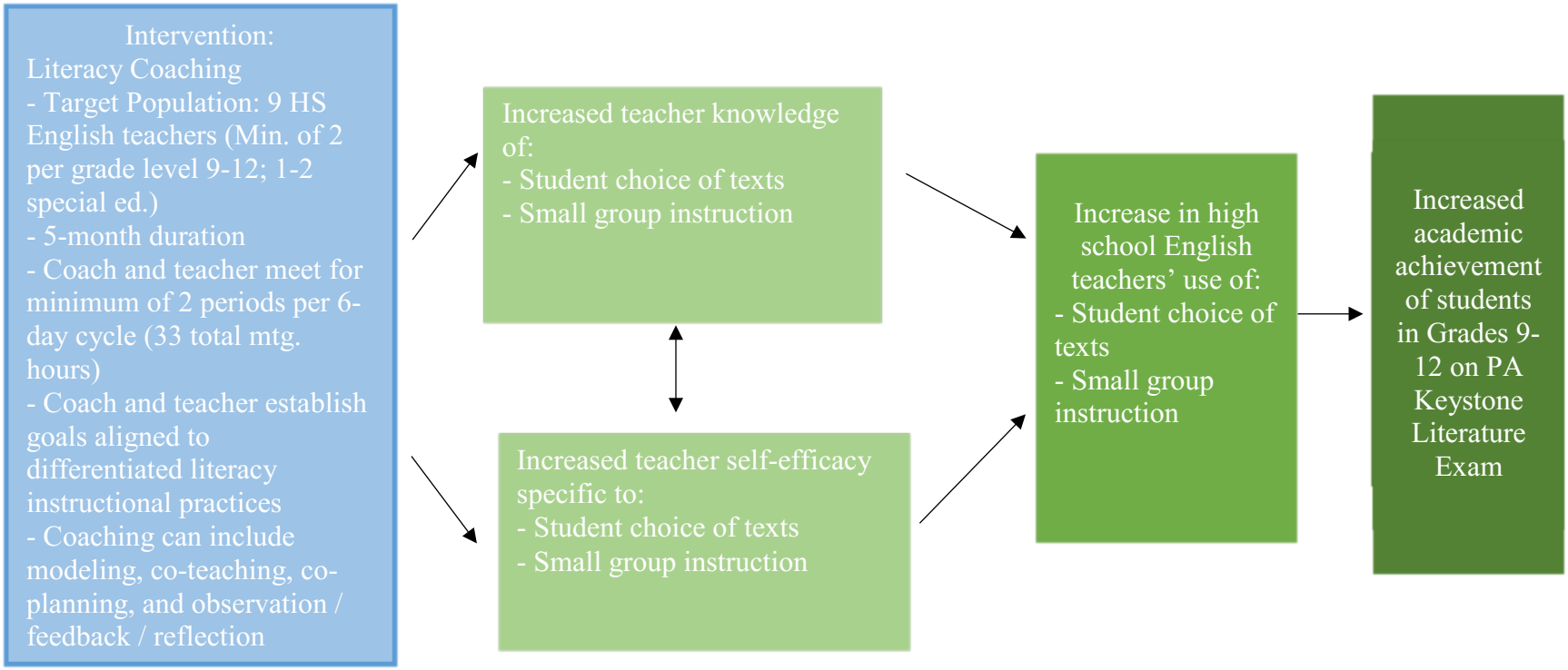
_____ Other: _____

_____ No sources have provided information

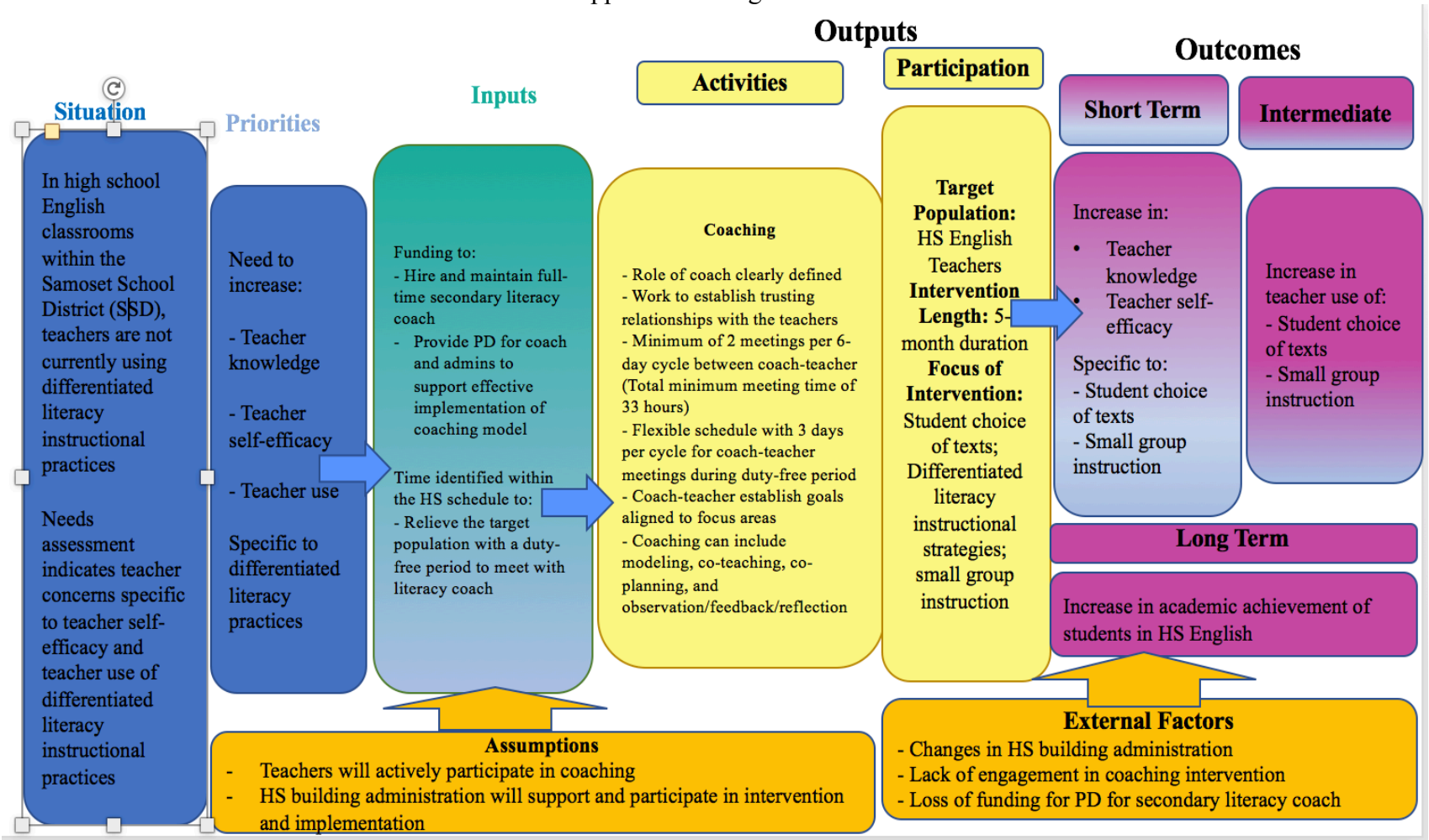
Appendix C: Theory of Treatment

Problem: In high school English classrooms within Samoset School District (SSD), a needs assessment found that teachers are not currently using differentiated literacy instructional practices and have low-teacher self-efficacy specific to their ability to meet the needs of a diverse student population.

Participant years of teaching experience within 5-year range / Participant courses taught and level of the courses
Communication between the participant groups / Treatment Integrity- level of participation in the literacy coaching
(Moderating Variables)



Appendix D: Logic Model



Appendix E

High School English Teacher Pretest and Posttest Survey Tool

Demographics:

1. How long have you taught English? _____
2. Have you taught in a school setting other than Samoset School District?

   _____

   a. If so, how many years did you teach in other school settings? _____
3. What grade level do you teach? Please check all that apply.

   _____ 9th Grade

   _____ 10th Grade

   _____ 11th Grade

   _____ 12th Grade
4. What level class do you teach? Please check all that apply.

   _____ Special Education- Direct Instruction

   _____ Academic B

   _____ Academic A

   _____ Accelerated

   _____ Honors

   _____ Advanced Placement

Teacher Use of Literacy Instructional Practices:

Please indicate how often you have used the following practices within your English class(es) during the past month:	**Never or almost never**	**Once or twice per month**	**Once or twice per week**	**Several times per week**	**Everyday**
Modeling: Provide explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work					
Explicit Strategy Instruction: Provide explicit instruction on and explanation of literacy strategies that can be used flexibly and independently by students					
Guided Practice: Provide structured opportunities for students to practice strategies or skills targeted in the lesson.					
Small Group Instruction: Provide explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.					
Feedback: Provide quality feedback to students based upon student application of skills, concepts, and strategies.					
Differentiated Instruction: Provide a range of strategies and supports to ensure individual student needs are					

being met (remedial and enrichment)					
Student Choice: Provide opportunities for students to choose from a variety of texts within the classroom aligned to their interest.					
Student Choice: Provide opportunities for students to choose from a variety of texts with the classroom aligned to their instructional reading level.					
Student Choice: Use multiple texts within the classroom to meet the needs of both low-ability and high-ability students.					

Teacher Self-efficacy:

How certain are you that you can:	Not certain at all	Quite uncertain	Quite certain	Absolutely certain
Instruction				
Explain central themes in your subject so even the low-achieving students understand.				
Provide good guidance and instruction to all students regardless of their ability.				
Answer students' questions so that they understand difficult concepts and ideas.				
Explain the subject matter so that most students understand the basic principles.				
Adapt Instruction to Individual Needs				
Organize schoolwork to adapt instruction and assignments to individual need.				
Provide realistic challenge for all students even in mixed ability classrooms.				
Adapt instruction to the needs of low-ability students while you also attend to the needs of the other students in the class.				
Organize classroom work so that both low-ability and high-ability students work with tasks that are adapted to their abilities.				
Provide Students with Text Choice				
Provide opportunities for students to choose from a variety of texts within the classroom aligned to their interest.				
Provide opportunities for students to choose from a variety of texts with the classroom aligned to their instructional reading level.				
Develop assignments that are independent of a specific text and allow students to choose the text				

they want to use to complete the assignment.				
Use multiple texts within the classroom to meet the needs of both low-ability and high-ability students.				
Implement Small Group Instruction				
Use formative assessment data to create small groups of students with a common academic strength or academic need within my classroom.				
Design lessons to meet the academic strengths or needs of the students within each small group I create.				
Deliver small lessons that meet the academic strengths and needs of the students within each small group I create.				
Implement a consistent instructional framework or lesson plan that allows for small group instruction to occur within my classroom 2-3 per week.				
Motivate Students				
Get all students in class to work hard with their schoolwork.				
Wake the desire to learn even among the least motivated students.				
Get the students to do best even when working with difficult tasks.				
Motivate students who show low interest in schoolwork.				

Appendix F

Literacy Instructional Practices Classroom Observation Tool

Literacy Instructional Practices	**No Evidence**	**Little Evidence**	**Some Evidence**	**Evident**	**Clearly Evident**
Modeling: Teacher provides explicit modeling of literacy practices you are asking students to utilize or provide a model of high-quality student work.					
Explicit Strategy Instruction: Teacher provides explicit instruction on and explanation of literacy strategies that can be used flexibly and independently by students.					
Guided Practice: Teacher provides structured opportunities for students to practice strategies or skills targeted in the lesson.					
Small Group Instruction: Teacher provides explicit instruction to students in small groups. These students have a common learning goal based upon formative assessment data.					
Feedback: Teacher provides quality feedback to students based upon student application of skills, concepts, and strategies.					
Differentiated Instruction: Teacher provides a range of strategies and supports to ensure individual student needs are being met (remedial and enrichment)					
Student Choice: Teacher provides opportunities for student choice of reading material and assignments.					

Appendix G: Informed Consent Forms

Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Informed Consent Form for High School English

Title	**Literacy Coaching and Meeting the Needs of a Diverse Student Population**
Principal Investigator:	Dr. Marcia Davis Tricia Beck
Date	October 27, 2017

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to evaluate the feasibility and effectiveness of literacy coaching focused on the use of instructional practices to meet the needs of a diverse student population.

We anticipate that approximately 12-16 teachers will participate in this study.

PROCEDURES:

You will be asked to complete a 33-item survey prior to the start of the coaching sessions being provided by your school and after coaching is completed. The survey will ask questions specific to your years of teaching experience, grade(s) and courses taught, use of literacy instructional practices, how comfortable or confident you feel with specific literacy instructional practices and meeting the needs of a diverse population of students within your classroom. The survey will take approximately 15 minutes to complete.

You will be asked to participate in three semi-structured one-on-one interviews with Tricia Beck, the evaluator. The interviews will take place during the first, third, and fifth months of the coaching time period. These interviews will be audio-recorded so they can be transcribed and analyzed. The questions in the interview will ask about your work with the literacy coach as well as your instructional practices. These interviews will be arranged at a time that is most convenient for you. Coverage for your duty or substitute coverage will also be available to support in the completion of these interviews. These interviews will take approximately 30 minutes each and consist of approximately 10 questions.

During the fourth and fifth month of the intervention, Tricia Beck will conduct 30-minute weekly classroom observations within the classrooms of the participants for a total of 8 observations.

The literacy coach will be asked to audio-record the first 2 and last 2 minutes of your coaching sessions, for a total of 5 sessions.

RISKS/DISCOMFORTS:

There are no anticipated risks to participants.

BENEFITS:

There are no direct benefits to the participants. It is our hope that the information provided by this evaluation will inform future coaching opportunities in your school and other schools inyour district and state.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please send an email or letter to Tricia Beck.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. No identifiable information will be included in any reports of the research published or provided to school administration. A participant number will be assigned to all surveys, interviews, and other data. All research data will be kept in a locked file container. Electronic data will be stored on the student researcher's computer, which is password protected. Any electronic files will be erased and paper documents shredded, ten years after collection. Only group data will be included in publication; no individual data will ever be published.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you or by calling Tricia Beck, the director of the research study, at 610-283-1774 or Marcia Davis, PI of the research study at 410-516-6796 or email at Marcy@jhu.edu.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.

By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

_____

Participant's Signature **Date**

_____

Signature of Person Obtaining Consent (Investigator or HIRB Approved Designee) **Date**

Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Informed Consent Form for Literacy

Title	**Literacy Coaching and Meeting the Needs of a Diverse Student Population**
Principal Investigator:	Dr. Marcia Davis Tricia Beck
Date	November 4, 2017

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to evaluate the feasibility of literacy coaching focused on the use of instructional practices to meet the needs of a diverse student population.

We anticipate that 1 literacy coach will participate in this study.

PROCEDURES:

You will be asked to for permission to access the coaching logs you are keeping for Great Valley High School.

Every month, you will be asked to audio-record the first two minutes and the last two minutes of 1 coaching session per teacher for a total of 5 audio recordings per teacher for the length of the coaching experience. The purpose of recording the first two minutes of the coaching sessions is to collect information specific to the focus of the coaching sessions. The purpose of recording the last two minutes of the coaching sessions is to collect information specific to the work accomplished within the coaching session and the next steps for both the coach and the teacher. Throughout the duration of the study, you will meet with student researcher, Tricia Beck, on a bi-weekly basis to review coaching logs and monitor the progress of the literacy coaching intervention.

You will be asked to participate in three semi-structured one-on-one interviews with Tricia Beck, as the student researcher during the first, third, and fifth months of the coaching time period.

These interviews will be audio-recorded so they can be transcribed and analyzed for themes specific to our literacy coaching work. The interviews will consist of approximately 9 questions and take approximately 60 minutes to conduct.

RISKS/DISCOMFORTS:

There are no anticipated risks to participants.

BENEFITS:

A potential benefit could include the opportunity to self-reflect on the coaching work that has been conducted with the teachers. It is our hope that the information you provide during this

evaluation will inform future coaching opportunities in your school and other schools in your district and state.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please send an email or letter to Tricia Beck.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. No identifiable information will be included in any reports of the research published or provided to school administration. A participant number will be assigned to all surveys, interviews, and other data. All research data will be kept in a locked file container. Electronic data will be stored on the student researcher's computer, which is password protected. Any electronic files will be erased and paper documents shredded, ten years after collection. Only group data will be included in publication; no individual data will ever be published.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you or by calling Tricia Beck, the director of the research study, at 610-283-1774 or Marcia Davis, PI of the research study, at 410-516-6796 or email at Marcy@jhu.edu.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.

By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

_____

Participant's Signature **Date**

_____

Signature of Person Obtaining Consent (Investigator or HIRB Approved Designee) **Date**

Appendix H
Semi-Structured Interview Questions for High School English Teachers

Sample questions for the semi-structured interviews with the high school English teachers are listed in this document. The questions asked will be identical or very similar to those listed below. Questions will only focus on literacy coaching, literacy instructional practices, teacher knowledge, teacher self-efficacy, teacher use of literacy instructional practices, and meeting the needs of a diverse student population. Based on a teacher's response to a question, additional follow-up questions may be asked.

Opening Script Prior to Interview Starting:

The main purpose of this interview is to reflect with you on your experiences during the literacy coaching provided by your school. The information you provide will only be shared with my adviser, Dr. Marcia Davis. If we share the information beyond the team we will not use identifying information.

I would like you to know that you do not need to answer any questions you do not wish to answer. You may also stop this interview at any time.

Do you have any questions before we start? Do I have your permission to record this interview? Please be aware that you may ask to stop the recording at any time.

Interview Questions:

Demographic Information:

1. Describe your background in education.
    a. How long have you been a teacher?

b. How long have you been teaching at the high school level (grades 9-12)?

c. What courses are you currently teaching?

Teacher Knowledge:

2. If you were to walk into an exemplary high school English classroom, what would you see?

3. Within this exemplary high school English classroom, what texts would students be reading? How would these texts have been selected?

4. Within this exemplary high school English classroom, what practices would you see that would confirm for you that the needs of the struggling learners and the advanced learners were being met?

5. Describe your English classroom at Great Valley and the resources that best support your English instruction and planning.

Teacher Self-Efficacy:

6. Describe yourself as a teacher of English.

a. What are your strengths as a teacher of English?

b. In what areas do you hope to grow through your work with the literacy coach?

7. How would you rate your confidence specific to meeting the needs of the diverse student population within your classroom?

8. Based on your rating from the previous question, what could help you feel more confident in meeting the needs of a diverse student population?

Mid-Intervention and Post-Intervention Teacher Experience Questions:

9. Describe a/some milestones or pivotal moments from working with the literacy coach.

10. What aspect of the literacy coaching has helped you the most to understand and work towards meeting the needs of a diverse student population?

Appendix I
Semi-Structured Interview Questions for Literacy Coach

Sample questions for the semi-structured interviews with the literacy coach are listed in this document. The questions asked will be identical or very similar to those listed below. Questions will only focus on literacy coaching, literacy instructional practices, teacher knowledge, teacher self-efficacy, teacher use of literacy instructional practices, and meeting the needs of a diverse student population. Based on the literacy coach's response to a question, additional follow-up questions may be asked.

Opening Script Prior to Interview Starting:

The main purpose of this interview is to reflect with you on your experiences as a literacy coach within your school. The information you provide will only be shared with my advisor, Dr. Marcia Davis. If we share the information beyond the team we will not use identifying information.

I would like you to know that you do not need to answer any questions you do not wish to answer. You may also stop this interview at any time.

Do you have any questions before we start? Do I have your permission to record this interview? Please be aware that you may ask to stop the recording at any time.

Interview Questions:

1. Describe your background in education.
    a. How long have you been in education?
    b. How long have you been a literacy coach?

c. What other educational positions have you held prior to becoming a literacy coach?

2. As the literacy coach, what do you believe is your role, if any, in regards to literacy development within in your school?
3. What literacy instructional resource(s) are most beneficial that you recommend for your English teachers? For students?
4. Describe any changes you have seen in the way the high school English teachers are providing English instruction.
5. Do you think being a part of the literacy coaching has been influential in helping teachers themselves make some of these changes?
6. Has the literacy coaching work increased teachers' self-efficacy in their ability to meet the needs of a diverse student population within their English classrooms?
7. Do you perceive that literacy coaching has made an impact on teachers' intentions for future instructional practice?
8. Do the teachers perceive growth in their knowledge of literacy instructional practices to meet the needs of a diverse student population?
9. Describe a milestone or pivotal moment during this work that you experienced as a literacy coach.

Tricia Shupe Beck
77 Clover Hill Lane
Spring City, PA 19475
tricicasbeck@gmail.com

EDUCATION:

Johns Hopkins University, Baltimore, MD
Ed.D. Mind, Brain, and Teaching, 2019
Dissertation: *High School Literacy Practices to Address an Increasingly Diverse Student Population*

University of Pennsylvania, Philadelphia, PA
Master of Science in Education, May 1999, GPA 3.90

The Pennsylvania State University, University Park, PA
Bachelor of Science in Biology, May 1998, GPA 3.57

PROFESSIONAL EXPERIENCE:

Great Valley School District, Malvern, PA
Director of Teaching and Learning: July 2013 to present

- Execute both district and school-level processes for the development of a robust and innovative District Comprehensive Plan.
- Integrate strategies of the Comprehensive Plan through active collaboration with administrators, teachers, parents, community members, and business owners.
- Develop, support, and monitor annual district goals, including K–12 academic and community partnership goals.
- Support implementation of the new Pennsylvania Teacher Evaluation System, including Student Learning Objectives, by addressing professional development needs and coaching building-level administrators.
- Facilitate delivery of a self-designed differentiated supervision model for professional growth and development of all professional employees.
- Analyze grant opportunities provided by Federal Programs, lead implementation of programs, and evaluate grant work.
- Act as liaison to The Foundation at Great Valley, an independent charitable organization that funds innovation in the Great Valley School District curriculum, by overseeing the development of grant requests, facilitating implementation of funded projects, and completing accountability reports.
- Lead the K–12 curriculum revision process, including the development of assessments in the areas of language arts, mathematics, science, and social studies, through the use of the Understanding by Design framework; focus work on Common Core Standards, instructional practices, and changes to Pennsylvania state assessments.

- Utilize best instructional strategies to develop and implement district-wide and building-based professional development opportunities for administrators, teachers, and support staff.
- Design and deliver district-wide new teacher induction program.
- Manage K–12 English as a Second Language program.

Great Valley School District, Malvern, PA
Supervisor of Elementary Teaching and Learning: August 2007 to June 2013

- Coordinated and facilitated K–12 district-wide curriculum revisions and assessment development in the areas of language arts, mathematics, science, and social studies through the use of the Understanding by Design framework with a focus on Common Core Standards, instructional practices, and changes to the Pennsylvania state assessments
- Developed and implemented district-wide and building-based professional development opportunities for administrators, teachers, and support staff focused on best practice instructional strategies
- Planned for and initiated organizational change by participating in the development of the district's visionary strategic planning process as well as the state-wide electronic strategic planning process
- Coordinated and co-facilitated K–12 district-wide literacy team with Chester County Intermediate Unit Literacy Consultant to develop literacy principles that guide literacy instruction across all content areas, to develop a K–12 scope and sequence for all components of comprehensive literacy program, and to develop a thorough implementation and professional development plan
- Planned and led district-wide new teacher induction program
- Coordinated K–12 English as a Second Language program
- Facilitated and participated in district-wide and building-based data teams to examine all state and district student assessment results to develop action plans for implementing research-based instructional strategies to address the needs of individual students and determine professional development needs among staff members
- Utilized the district's professional performance appraisal plan to provide teachers with pre and post observation meetings to assure the total teacher and student learning experience could be observed and evaluated

Great Valley School District, Malvern, PA
Standards and Strategic Plan Liaison: August 2006 to August 2007

- Served as curriculum and instructional coach supporting teachers in their classrooms by modeling best practice strategies, demonstrating how to use new curriculum resources to design lessons, and developing instructional strategies that focus on understanding and meeting the needs of individual students
- Developed, implemented, and co-coordinated After School All Stars, an after school remediation program that provides an opportunity for all second and third graders within the Great Valley School District to gain the skills and knowledge they need to achieve academic success
- Designed curriculum and standards-based assessments based on the Understanding by Design framework in Math, Language Arts, and Social Studies
- Planned and facilitated professional development opportunities for teachers and instructional aides around current topics in education
- Analyzed student data with classroom teachers and administrators for informed decision making at district, building, and classroom levels

General Wayne Elementary School
Great Valley School District, Malvern, PA
Instructional Support Teacher: August 2003 to August 2006

- Facilitated and coordinated school instructional support team to design and implement Instructional Support Intervention Plans for students with academic, social, and emotional needs.
- Collaborated with teachers to analyze student data to implement instructional strategies based on individual student needs
- Organized and led professional book study groups focusing on best practices in literacy
- Promoted positive and collaborative working relationships with teachers, students, administrators, and parents

K.D. Markley Elementary School and Charlestown Elementary School
Great Valley School District, Malvern, PA
Classroom Teacher, Grade 2 and Grade 3: August 1999 to August 2003

- Created innovative and developmentally appropriate daily lesson plans in math, social studies, language arts, science, handwriting, and computer science
- Diagnosed and assessed student learning on an on-going basis in order to develop appropriate teaching goals and objectives to meet the individual needs of each student
- Participated in the PARTNERS Program, a unique urban-suburban partnership program which pairs first through eighth

grade classes from the Philadelphia public schools with their suburban school counterparts to jointly pursue year-long academic activities and bridge-building social interaction

- Collaborated with special educators to design and implement Individualized Education Programs for students with disabilities